AGENDA OF THE
OPERATIONS AND
FINANCE COMMITTEE

JUNE 5, 1995

AGENDA

SPECIAL MEETING OF THE OPERATIONS AND FINANCE COMMITTEE

1995 06 05

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re Summary of Unspecified Reductions - **Pages 1 to 4**

1995 06 05

TO: Chairman and Members
Operations and Finance Committee

FROM: Senior Management

RE: Summary of Unspecified Reductions

REPORT: Information

BACKGROUND:

The 1995 Estimates have been extremely difficult and required reductions in the order of $21 Million to achieve our mandate. All areas of the system have been affected.

Our final report has three components that address motions during budget review.

1. On March 30, 1995, Motion: That $500,000 for Consumables and Equipment Expenditures be removed from the 1995 Budget, $381,800 of which is from the Superintendents of Schools.

2. On March 23, 1995: Motion: That the $4.2 million be removed from the budget for Capital Allocations.

3. To achieve a mill rate increase of 3.8% , an amount of $5,125,000 remained to be determined. Appendix A outlines the components of this reduction.

The reductions have been made in a collaborative manner keeping our focus on the classroom. For example, an allocation for grant eligible microcomputers has been maintained.

ISSUE:

To share with Trustees the areas of reduction to meet the budget mandate.

RECOMMENDATION:

That this report be received for information.

RATIONALE:

To achieve the mandate, current operations will be done in different ways and will take time to implement .

As a follow up to the 1995 Estimates, the Resource Management Strategy should start in June and follow the process.

Appendix A

Status of The 1995 Estimates

Unspecified Reductions 95 04 05:

Consumables	Operations & Finance 95 03 30	$	384,454
Capital	Operations & Finance 95 03 23		4,200,000
Other	Operations & Finance 95 04 05		5,125,000
		$	9,709,454

Summary of Unspecified Reductions:

Consumables & Equipment	- Schools		381,800	
	- Trustees		2,654	384,454
Capital			4,200,000	
		*	1,470,688	5,670,688
Lines 3 - 20			*	1,427,912
Salaries & Wages			*	1,720,000
Revenue	- General Legislative Grants	*	1,207,200	
	- Tuition Fee Revenue	*	(700,800)	506,400
			$	9,709,454

* $ 5,125,000

The Board of Education for the City of Hamilton
1995 Estimates
Expenditures

Page 2 - Revised
1995 04 05

EXPENDITURES	1994 APPROVED BUDGET	1994 ACTUALS	1995 ESTIMATES	INCR./(DECR.) OVER PRIOR YEAR $	%
Remuneration					
Salaries & Wages	$ 206,510,728	211,708,572	205,724,832	(785,896)	(0.38%)
Social Contract	(5,541,600)	(9,528,835)	(10,825,068)	(5,283,468)	95.34%
	200,969,128	202,179,737	194,899,764	(6,069,364)	(3.02%)
Employee Benefits	24,402,124	24,339,077	25,010,324	608,200	2.49%
Total Remuneration	225,371,252	226,518,814	219,910,088	(5,461,164)	(2.42%)
Fixed					
Energy	5,900,000	5,905,399	5,983,000	83,000	1.41%
Debt Charges	2,250,100	2,261,784	3,225,936	975,836	43.37%
Rentals - Computer Equipment	2,460,000	2,450,286	2,616,000	156,000	6.34%
Fees & Contractuals					
- Transportation	5,083,242	5,156,687	5,127,472	44,230	0.87%
- Insurance	424,130	424,224	702,682	278,552	65.68%
Tuition Fees	5,109,563	5,183,957	5,298,339	188,776	3.69%
Charge Back of Taxes	3,110,180	3,110,180	3,974,600	864,420	27.79%
Total Fixed	24,337,215	24,492,517	26,928,029	2,590,814	10.65%
Variable					
Consumables					
Travel	269,775	277,886	243,735	(26,040)	(9.65%)
Personnel Training	405,755	234,877	300,085	(105,670)	(26.04%)
Bursaries & Student Aid	117,775	110,532	123,675	5,900	5.01%
Books, Films & Software	1,593,097	1,560,529	1,443,889	(149,208)	(9.37%)
Supplies & Services	9,341,368	9,024,489	8,357,040	(984,328)	(10.54%)
Other Expense	598,017	553,909	543,772	(54,245)	(9.07%)
Reductions-unspecified	0	0	(384,454)		
	12,325,787	11,762,222	10,627,742	(1,698,045)	(13.78%)
Contractuals					
Rentals - Other	323,515	403,505	194,455	(129,060)	(39.89%)
Fees & Contract. - Other	503,760	563,712	606,770	103,010	20.45%
	827,275	967,217	801,225	(26,050)	(3.15%)
Capital					
Repairs, Bldgs & Grnds	2,614,000	3,208,197	4,214,710	1,600,710	61.24%
New & Repl. Equipment	1,674,301	1,958,270	2,766,849	1,092,548	65.25%
Capital From Current	1,504,529	1,734,432	2,443,800	939,271	62.43%
Perm. Improvements	557,321	782,353	734,571	177,250	31.80%
Reductions-unspecified	0	0	(4,200,000)		
	6,350,151	7,683,252	5,959,930	(390,221)	(6.15%)
Other					
Transfer to Reserves	155,700	116,574	56,100	(99,600)	(63.97%)
Reductions Lines 3 - 20 - Unspecified	0	0	(5,125,000)		
	155,700	116,574	(5,068,900)	(5,224,600)	
Total Variable	19,658,913	20,529,265	12,319,997	(7,338,916)	(37.33%)
Total Expenditures	$ 269,367,380	271,540,596	259,158,114	(10,209,266)	(3.79%)

95 budget/94 act(2)db4/10/95

The Board of Education for the City of Hamilton
1995 Estimates
Expenditures

Page 2 - Revised
1995 06 05

EXPENDITURES	1994 APPROVED BUDGET	1994 ACTUALS	1995 ESTIMATES	INCR./(DECR.) OVER PRIOR YEAR $	%
Remuneration					
Salaries & Wages	$ 206,510,728	211,708,572	204,069,832	(2,440,896)	(1.18%)
Social Contract	(5,541,600)	(9,528,835)	(10,825,068)	(5,283,468)	95.34%
	200,969,128	202,179,737	193,244,764	(7,724,364)	(3.84%)
Employee Benefits	24,402,124	24,339,077	24,910,324	508,200	2.08%
Total Remuneration	225,371,252	226,518,814	218,155,088	(7,216,164)	(3.20%)
Fixed					
Energy	5,900,000	5,905,399	5,779,000	(121,000)	(2.05%)
Debt Charges	2,250,100	2,261,784	3,225,936	975,836	43.37%
Rentals - Computer Equipment	2,460,000	2,450,286	2,566,000	106,000	4.31%
Fees & Contractuals					
- Transportation	5,083,242	5,156,687	5,127,472	44,230	0.87%
- Insurance	424,130	424,224	702,682	278,552	65.68%
Tuition Fees	5,109,563	5,183,957	4,874,839	(234,724)	(4.59%)
Charge Back of Taxes	3,110,180	3,110,180	3,974,600	864,420	27.79%
Total Fixed	24,337,215	24,492,517	26,250,529	1,913,314	7.86%
Variable					
Consumables					
Travel	269,775	277,886	243,735	(26,040)	(9.65%)
Personnel Training	405,755	234,877	266,942	(138,813)	(34.21%)
Bursaries & Student Aid	117,775	110,532	90,000	(27,775)	(23.58%)
Books, Films & Software	1,593,097	1,560,529	659,589	(933,508)	(58.60%)
Supplies & Services	9,341,368	9,024,489	8,285,242	(1,056,126)	(11.31%)
Other Expense	598,017	553,909	475,022	(122,995)	(20.57%)
	12,325,787	11,762,222	10,020,530	(2,305,257)	(18.70%)
Contractuals					
Rentals - Other	323,515	403,505	191,455	(132,060)	(40.82%)
Fees & Contract. - Other	503,760	563,712	601,570	97,810	19.42%
	827,275	967,217	793,025	(34,250)	(4.14%)
Capital					
Repairs, Bldgs & Grnds	2,614,000	3,208,197	2,402,120	(211,880)	(8.11%)
New & Repl. Equipment	1,674,301	1,958,270	677,049	(997,252)	(59.56%)
Capital From Current	1,504,529	1,734,432	927,953	(576,576)	(38.32%)
Perm. Improvements	557,321	782,353	382,120	(175,201)	(31.44%)
	6,350,151	7,683,252	4,389,242	(1,960,909)	(30.88%)
Other					
Transfer to Reserves	155,700	116,574	56,100	(99,600)	(63.97%)
	155,700	116,574	56,100	(99,600)	(63.97%)
Total Variable	19,658,913	20,529,265	15,258,897	(4,400,016)	(22.38%)
Total Expenditures	$ 269,367,380	271,540,596	259,664,514	(9,702,866)	(3.60%)

AGENDA
ERATIONS AND FINANCE COMMITTEE
1995 06 06

Confirmation of the minutes of the regular meeting of 1995 05 09.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re Security at the Education Centre and Sanford Avenue Elementary School - **Pages 1 and 2**
2. Update re Financial Information System - **Page 3**
3. Interim Report re Computerized Routing and Scheduling System - **Pages 4 to 7**
4. Tenders for the Renovation of Glendale Secondary School **
5. Report re Tri-Board Initiative re Sharing of Transportation Officer - **Pages 8 and 9**

NEW BUSINESS:

1. Presentation - Thornbrae Parents Advisory Council regarding bus supervisors
   See separate attached package
2. Report of the Transportation Committee - **Page 10 to 21**
3. Reports re:
   (a) Holiday Schedule for 1995 - 1996 school year - **Page 22**
   (b) Closure Schedule - **Page 23**
   for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools
4. Report re Sale of Board Sites - **Page 24 to 27**
5. Report of 1994 Assessment Appeals - **Page 28**
6. Report re Development of a System Wide Athletic Hall of Fame - **Pages 29 and 30**
7. Three Year Fiscal Plan - requested by Trustee Bishop - **Page 31**
8. Report of the Trustee Communications Committee - **Page 32**
9. Report of the Child Care Committee - **Page 33**
10. Report of Policy Review Committee - **Pages 34 to 37**
11. Report of the Name Search Committee - Mountain Secondary School - **Page 38**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Presentation - Wendy Schrama regarding number of trustees
   See separate attached package
2. Recommendations of the Director of Education - **Page 39**

**** Report will be placed in trustees' lockers on Monday**

DATE: 1995 06 06

TO: The Chairman and Members
Operations and Finance Committee

FROM: P. C. Gillie, Superintendent Administrative and Operational Services
W. D. Haynes, Manager Administrative Services

RE: Security at the Education Centre and Sanford Avenue Elementary School

REPORT: Information and Decision

BACKGROUND:

Discussions on the security of all Board sites, including the Education Centre, have been underway since 1992. Specifically, this final report addresses the concerns related to the Education Centre and Sanford Avenue Elementary School.

Administration is concerned about unauthorized individuals being found in the Education Centre and the opportunity for theft of equipment, wallets and clothing that results.

Changing conditions related to Sanford Avenue Elementary School meeting areas and extended rentals have warranted a review of security.

The recommendations of the committee address security concerns while recognizing current financial restraints.

With the approval of this report, the recommendations would be funded from projected cost savings for 1995 and 1996 reported and outlined in the 1995 03 07 Operations and Finance Committee report that was subsequently accepted by the Board 1995 03 21.

ISSUE:

To receive Board approval for the installation of mechanical devices and electronic equipment in order to provide controlled access and to enhance security at the Education Centre and Sanford Avenue Elementary School.

RECOMMENDATIONS:

1. That for the purpose of doing business with the public on regular business days, the following conditions for access to the services provided by Education Centre departments be approved effective 1995 07 01:
   a) during the school year period from September to June, the Education Centre be open to the public from Monday to Friday between the hours of 8:30 a.m. and 4:30 p.m.
   b) during school year seasonal break periods that include July and August, the Education Centre be open to the public from Monday to Friday between the hours of 9:00 a.m. and 4:00 p.m.

2. That during other than regular business hours for the purpose of controlling properly authorized access to the Education Centre by staff, other persons, groups and organizations, the following be approved effective 1995 07 01:
   a) on non business days that include statutory holidays and weekends (Saturday and Sunday) access is restricted to authorized Education Centre staff.
   b) on non business days that include statutory holidays and weekends (Saturday and Sunday) all designated interior and exterior doors to be secured.
   c) on regular Monday to Friday business days, all designated interior doors on floors two to six to be secured during non business hours.
   d) on regular Monday to Friday business days, all exterior doors on the lower level and first floor to be secured from either the later of 6:00 p.m. or the conclusion of public meetings to 7:30 a.m. of the next regular business day.

3. That these revised hours of business and access be communicated to all concerned.

4. That the installation of electronic card access equipment for after hours entrance to the Education Centre by authorized staff and controlled use of elevators be approved effective 1995 09 01.

5. That the Education Centre access card include photo identification to be displayed by all Education Centre staff while on Board property be approved effective 1995 12 01

6. That the installation of visible closed circuit television monitoring cameras in the lower level and main floor entrance areas of the Education Centre be approved effective 1996 02 01.

7. That the installation of an intercom system at the exterior door leading to the meeting room area of Sanford Avenue Elementary School be approved effective 1995 09 01.

RATIONALE:

1. The modification and standardization of official business hours for all departments will allow better control of public traffic in the Education Centre and is consistent with government organizations in the downtown area. Individual departments can still provide specific specialized services to various staff and areas of the Board outside of the standard core hours.

2. With the general apprehension related to safety, it became apparent that the current level of security required enhancement. Controlling access to the Education Centre during week day evenings and eliminating access on Saturday and Sunday is a reasonable starting point. There will be reductions in related staffing costs, operating expenses and general maintenance.

3. These revisions will result in changes that will require current guidelines and practices to be modified. Access to the Education Centre on Saturday mornings will no longer be available to the public and groups using the meeting rooms or auditoriums. In addition, any use of meeting rooms and auditorium facilities that incur additional staffing and operational expenses will be addressed with consideration being given to receiving appropriate reimbursement.

4. The expansion of the use of the electronic access card used with the parking lot operation to gain after hours entrance to the Education Centre and operate the elevators will provide enhanced security.

5. The expansion of the use of the electronic access card to include a photo identification will assist in improving the overall security of the Education Centre and provide approved standardized identification when staff are at other Board locations.

6. Visible closed circuit television monitoring cameras will assist in deterring unacceptable situations and provide a historical reference for viewing if conditions warrant further attention.

7. An intercom system at the exterior door of Sanford Avenue Elementary School will reduce the level of apprehension of staff working or persons meeting after hours and concerned with unauthorized access to the building.

Report prepared by: W. D. Haynes, Manager Administrative Services
Parking and Building Security Committee Members

W. Hicks	R. Mulholland	M. Quinn	D. Russon
M. Melnychuk	M. Newman	R. Rasian	K. Seguin

Submitted by: P. C. Gillie, Superintendent Administrative and Operational Services

Approved by: Senior Management

1995 06 06

TO: **The Chairman and Members**
Operations and Finance Committee

RE: **Update of I.I.S. - Financial Information System**

FROM: **P. Gillie, Superintendent - Administrative and Operational Services**
P. Shewfelt, Superintendent of Finance and Treasurer

REPORT: **Information**

BACKGROUND :

1. The following motion was passed at the January 1995 Board Meeting.

   " That an update regarding the Financial Information System be presented to the Operations and Finance Committee in June, 1995. "

2. Since reporting in January, work has continued on many fronts. As all systems become developed and used it becomes difficult to separate one system from the other. The integration of process and information is starting to become more understood by more staff as they carry out daily processes using the new systems.

3. The following has been developed, refined or purchased to support financial information:

   - Account Information Online - developed
   - Assessment Information System - purchased
   - Reporting Tools for Budget Processes and Monthly Balances - Excel, Word, Access, - refined

4. The workshop scheduled for June 13 will demonstrate how these systems are being used and will be able to be used. The demonstration will also include some aspects of the Student Information System and the Employee Information System.

ISSUE :

To provide the Board with an update on the progress of the Financial Information System.

RECOMMENDATION:

The update and workshop demonstrations be received for information.

RATIONALE:

The update was requested by motion. The next report on the System Technological Implementation Plan is January 1996. A further update on the Integrated Information System, including the Financial System will be part of the report.

Report Prepared by: L. Dixon, Manager Technical Services
D. Sage, Manager Property , Audit and Assessment

TO: The Chairman and Members of
Operations and Finance Committee
1995 06 06

FROM: Don Goodridge, Director and Secretary
Greg Rutledge, Controller

RE: ***Interim Report Computerized Routing and Scheduling System***

REPORT: Information

BACKGROUND:

The focus of the Computerized Routing and Scheduling System is to share the large yellow buses between the Hamilton Board of Education and the Hamilton-Wentworth Roman Catholic Separate School Board for September 1995. School location, bell times, and hours of operation are being analyzed for approximately 70 schools to develop a cost efficient delivery system.

The bus routes are designed into double and triple runs such as:

	Schools	Times	School Start
Run A	HWRCSSB	7:21 - 8:20 a.m.	8:25 a.m.
Run B	Hamilton Board	8:23 - 8:38 a.m.	9:00 a.m.
Run C	Hamilton Board	8:44 - 8:55 a.m.	9:00 a.m.

From this example, it is important to note that the schedule allows for a certain amount of travel time, load/unload time, and number of stops. A delay in Run A may cause a delay in Run B and C. Principals, Transportation Departments and bus drivers will need to work closely together to ensure a smooth transition in September.

The scope and complexity of the integration of bus routes were explained in general terms to principals during May. Each school will receive the specific details of it's bus run(s), bus stop location time, and information guidelines by June 16. Provision of route information to the schools, formerly provided the last week in August, will now be available at the school for distribution to parents in June.

At this point in time, the analysis indicates that there would be approximately 24 fewer vehicles between the two Boards. For our Board, the implementation of the "20 minute window" should not require changes in school hours but may result in different pick-up and drop-off times for students.

ISSUE:

To provide trustees with an interim report on the Computerized Routing and Scheduling System.

RECOMMENDATION:

That this report be received for information.

....2

RATIONALE:

As a result of the financial constraints on both Boards, it was determined in March to proceed with the sharing of large yellow buses to reduce costs commencing this September. Our share of the cost reduction is estimated at $250,000 per year.

After September/October, it would be our intention to review the transportation of exceptional pupils on vans and taxis within the context of the Resource Management Strategy as outlined in Appendix A and B.

The Board of Education for the City of Hamilton
1995 Estimates
Summary of 1995 Transportation Statistics
Line 16

MODE	# OF VEHICLES			CARRIER	# OF PUPILS		
	1994 Budget	Sept. 30/94 Actual	1995 Budget		1994 Budget	Sept. 30/94 Actual	1995 Budget ***
Buses	42	43	44	Laidlaw	2,467	2,480	2,480
Mini Bus	7	4	3	Laidlaw & Attridge	122	63	63
	49	47	47		2,589 *	2,543 *	2,543 *
Vans	14	17	17	Attridge	101	136	136
	9	5	5	Verma	52	53	53
	21	24	24	Laidlaw	115	124	124
	10	10	10	Caledonia	65	66	66
	54	56	56		333 **	379 **	379 **
Taxis	29	23	23	Yellow Cab	146	109	109
	56	69	69	Blue Line	281	322	322
	41	45	45	Veterans	205	208	208
	126	137	137		632 **	639 **	639 **
TOTAL	229	240	240		3.554	3.561	3.561

* buses/mini vans are paid on a per diem basis.
** vans/taxis are paid on per pupil basis - increase of approximately 53 pupils.
*** assumes no additional growth for Sept. 1995.

LI16(3)/DB
2/21/95

BOARD	Fuel Type	TRANSPORTED STUDENTS Elem.	Sec.	Special	W/C	Total Budget ($ Mil)	Median Bus Age	Limit Age of Bus			Reduce Payment As Older		Extra Pay For Two-Way Radio		Base Station		Reduction in Pay IW or PA Days		Strike		Fuel Price Changes		Variable Rate For Alternate Fuels		Additional Depreciation Allowance	
	GDP	3024	1719	350	50	3.6	89		N			N		N		N	Y		Y		Y			N		N
	G	4183	2470	29	22	5.0	90	Y		85	Y			N		N		N	Y		Y		Y			N
	D																									
	G	12107	1910	251	113	13.0	91		N			N		N		N		N	Y		Y			N		N
	G	3050	1635	75	1	2.4			N		Y		Y			N	Y		Y		Y		Y			N
	D																									
	G																									
	D																									
		36185	12510	*2532	266	33.0						N		N		N		N				N		N		
	D	5235	2465	121	21	4.9			N		Y		Y			N	Y		Y		Y		Y			N
	D	6206	2678		38	5.5	90	Y		84	Y			N		N		N	Y		Y			N		N
	G	6101	3478	35	22	6.3	90		N		Y			N		N	Y		Y		Y		Y			N
	D																									
	G	3002	1920	12	10	2.5	90		N			N		N		N	Y			N	Y			N		N
	G	9030	3205	185	41	7.8	89		N			N		N		N		N	Y		Y			N	Y	
Hamilton	G	3915	1024	*965	75	5.0	88		N			N		N		N	Y		Y		Y			N		N
	G	6800	1800	192	50	6.0	90		N			N	Y			N	Y			N	Y			N		N
	D	3779	2364	71	12	4.2	89		N			N	Y			N		N	Y		Y			N		N
	G	3764	2062	147	12	4.2			N			N	Y			N	Y		Y		Y			N	Y	
	D	6811	2243	150	20	6.6	90	Y		85	Y		Y			N		N	Y		Y					N
	G	4383	1845	18	5	2.9	89	Y		86	Y			N		N	Y		Y		Y		Y			N
	D																									
	G	5900	1710	25	15	4.4	90		N		Y		Y		Y			N	Y		Y			N		N
	G	3446	1698	32	18	3.8	90		N			N		N		N		N	Y		Y		Y			N
	D																									
	P																									
	G	5125	3940	450	15	5.5	90		N			N		N		N	Y		Y		Y			N		N
		6112	4213	169	19	5.4						N	Y			N					Y					
	GDP	22784		*2462	124	16.3	89	Y		84		N		N		N	Y		Y		Y		Y			N
	G	5298	1246	462	14	7.5			N			N	Y			N	Y		Y		Y			N		N
	G	7567	3812		57		89	Y		86	Y			N		N	Y		Y		Y			N		N
	G	9300	4500	160	12	7.7	87		N			N		N		N		N		N		N		N		N
	D	4800		*900	75		90	Y		85		N		N		N	Y		Y		Y			N		N
	G	4372	2786	80	30	4.6	90	Y		84		N	Y		Y		Y		Y		Y			N		N
	G	3436	1904	162	10	3.7			N			N	Y			N	Y		Y		Y		Y			N
	D																									
	G	7026	3163		37	7.8			N			N		N		N		N		N		N		N		N
	G																									
	GDP	7958	2507	15	9		89	Y		85		N						N	Y			N		N		N
	GDP	2948	1389	73	14	2.1	91	Y		87		N	Y		Y		Y		Y		Y			N	Y	
	G	15086	7514	518	66	15.4	90	Y		85		N	Y			N		N	Y		Y		Y			N
	D																									
	G	10900	3600	110	29	8.6	89	Y		85		N	Y			N		N		N	Y			N		N
	G	8400	4800	15	10				N			N		N		N	Y		Y			N		N	Y	
	GDP			40	10	6.0	89	Y		85		N	Y			N	Y		Y		Y			N		N
	G	5700	1425	100	25									N	Y						Y			N	Y	
	GP	6179	1129	100	33	6.5		Y			Y		Y		Y		Y				Y		Y			N
	D																									
	P	6855	3925	250	25	5.8		Y		85		N	Y		Y		Y		Y		Y		Y		Y	
	D																									
	P																									
	D																									
	G	32000	10000	*3000	120	35.0	90		N		Y			N		N	Y		Y		Y			N		N
TOTAL Y'S:											13		17		6		23		29		33		11			
TOTAL N'S:									20			26		21		31		14		5		6		25		30

PAGE 7

APPENDIX B

TO: The Chairman and Members of
Operations and Finance Committee
1995 06 06

FROM: Don Goodridge, Director and Secretary
Greg Rutledge, Controller

RE: ***Tri-Board Initiative re Sharing of Transportation Officer***
Requested by Trustee Cunningham

REPORT: Information

BACKGROUND:

The Hamilton Board of Education and the Hamilton-Wentworth Roman Catholic Separate School Board have been working closely together on transportation issues for the last 2 - 3 years since the joint application to the Transition Assistance Fund.

The three Boards in the Region have participated in the First Rider Program (1994 was the first year) and the Hamilton-Wentworth School Bus Safety Committee.

Financial constraints have placed a greater emphasis on the way transportation services are delivered and have required greater sharing of large yellow buses between the Hamilton Board of Education and the Hamilton-Wentworth Roman Catholic Separate School Board. Laidlaw has the expertise and resources to plan and schedule bus routes between the two Boards to deliver savings in a short period of time.

Two major functions exist within the Transportation Department:

1. large yellow buses (44) 5-6%	plan/schedule - routes - maintenance Laidlaw	- safety/capacity issues - stop changes - parent problems Transportation Department
2. (a) taxis/vans (193) (exceptional pupils)	plan/schedule - pick-up & delivery	- maintenance - cancellations - carrier/child conflict - parent/school calls - new pupil - eligibility - safety/capacity issues

2. (b) Other:
- authorize payment of invoices to reflect the actual level of services to exceptional pupils
- budget/forecast/transportation efficiency analysis
- provincial grants - special approval
- policy/procedure changes
- Committee requirements
- negotiations

2.(a) & (b) are completed by the Transportation Department 94-95%

ISSUE:

To share information with trustees on a Tri-Board Initiative re Sharing of Transportation Officer.

....2

RECOMMENDATION:

That this report be received for information.

RATIONALE:

At the present time, the elimination of Bus Supervisors and the sharing of buses are significant changes in the way transportation services are delivered. Consequently, there is a need to maintain supervision and stability throughout this period of change (September 1995 - August 1996).

This fall, the transportation (taxis/vans) of exceptional pupils needs to be reviewed to streamline the delivery of services.

Notwithstanding the report on the amalgamation of school boards this fall, the Transportation Officer will work with the Hamilton-Wentworth Roman Catholic Separate School Board to identify further cost reductions.

REPORT OF THE TRANSPORTATION COMMITTEE

Present: Trustees Darby, Cunningham, Hill and Lowe.

Officials Present: G. Rutledge (Controller) and G. Christmas (Transportation Officer).

The Committee recommends:

GENERAL

1. That the Report of the Bus Safety Working Group be accepted as amended. (attached)

Respectfully submitted,

Committee Room,
1995 05 31

G. DARBY
Chairman

BUS SAFETY WORKING GROUP

Issues	Concerns	Strategies
JK/SK noon hour	- Age Sept: 3 & 4 years old (4 & 5 in the new year) - driver not know student - well being - health (F.O.I. issues) - attention span - anxiety - stops - when to get off - absences - size of JK/SK student	- volunteer (eg. senior citizens, parents) - 1st rider program (summer + video for parents) - bus safety program (on request by school) - identification of student (eg. inside jacket) - driver should have student list by stop and any major health issues - parents help on 1st step of bus
JK - drop off	- not met by parent	- communication of responsibility to parent, consequences if not met - allow for judgement by driver - parent/teacher meetings can reinforce need to be met.
JK/SK - 5 (A.M./P.M.)	- JK don't know where to go once dropped off	- staff from school will meet them at bus and take them to room eg. educational assistant
Grade 5	- too much responsibility to act as "bus monitor" re students behaviour - responsibilities should be limited	- clarify expectations - report behaviour to driver or principal - take attendance is OK - reward system for good behaviour - provide leadership opportunity for student - grade 4/5 student - optional at discretion of principal
Substitute Drivers	- don't know the route - no monitor to tell sub driver - common to all boards	- driver to call dispatch at carrier and acquire route (bus has 2 way radio) - students know their stops - contact Transportation Department

.....2

Issues	***Concerns***	***Strategies***
Different Driver A.M./P.M.	- Principal has to talk to two drivers about a student(s) - each driver has own rules and way of dealing with issues - student anxiety with different drivers	- drivers develop a "buddy" system to communicate on AM & PM runs - drivers should have a "common" message in the way they deal with students - communicate in advance that there will be different drivers in AM/PM to schools and parents - carrier to advise school of drivers in late August
Safety Crossing Street	- students crossing road after disembarking - drivers passing bus when lights flashing	- parents to reinforce safety procedures (video) - responsibility of bus driver to direct student - student bus safety program - Hamilton-Wentworth Bus Watch Program
Role Clarification	- with elimination of the bus supervisors, clarify roles and responsibilities of principal driver, parent and student (shift responsibilities)	- clearly delineate responsibilities - amend operating procedure - transportation is a privilege and can be withdrawn (in Policy)

Word. Transportation A:CHART. ga 95 06 01 for Bus Safety - Issues, Concerns, Strategies

BUS SAFETY WORKING GROUP

May 10, 1995
4:30 to 6:30 p.m.
Mountain Area Office - Crestwood Room 2

Trustee Grant Darby	Chair of the Board's Transportation Committee	
Greg Rutledge	Controller	
Gail Christmas	Transportation Officer	
Greg Anderson	Principal, **Halton** Board of Education Munn's Elementary School	
Merv Matier	Assistant Superintendent of Schools, Mountain	
Eileen Collins	Principal, Hamilton Board of Education Huntington Park	
Erin-Blythe Reddie	Principal, Hamilton Board of Education Sherwood Heights	
George Wozny	Laidlaw Transit Limited	Division Manager
Carol Spasaro	"	Trainer
Jackie Adams	"	Bus Driver
Wendy Moore-Spors	Parent and co-author of KIDestrian Safety Program	

PARENT NAMES:

Bonny Cairns	New JK Parent	Huntington Park
Nancy Lewington	JK	Thornbrae
Sue Meigs	New JK Parent	to go to Sherwood Heights

AGENDA

BUS SAFETY WORKING GROUP

***May 10, 1995*, Wednesday**
4:30 to 6:30 p.m.
Mountain Office - Crestwood - Room 2
50 Millwood Place

1. Introduction:
   (a) Members
   (b) Purpose
2. Review Survey Results
3. Greg Anderson, Principal,
   Munn's Elementary School, Halton Board of Education Time: 5:00 to 5:20 p.m.
4. Driver Responsibilities and Training
5. Yellow School Bus - Safety Features
6. Identify Safety Issues

BUS SAFETY WORKING GROUP

***May 17, 1995*, Wednesday**
4:30 to 6:30 p.m.
Mountain Office - Crestwood - Room 2
50 Millwood Place

1. Identify Safety Issues (continued)
2. Strategies to address Safety Issues

Bus Safety "Information" from Greg Anderson

- Munn's P.S. in Oakville is presently served by 4 buses carrying Kindergarten to Grade 5 students each day

- each bus has 2 bus monitors from Grade 5

- bus monitors are responsible for helping students:
  i.) board the bus
  ii.) checking attendance as students enter buses
  iii.) monitoring general behaviour of students on bus
  iv.) reporting to Principal any problems that occur

- bus monitors are "good" students who are dismissed 5 minutes early each day so that they have their attendance clipboards in hand (standing by their buses) before students are ready to board

- Kindergarten students (both a.m. and p.m.) are paired with a "bus buddy" to help get them on and off buses

- for further information, please contact Greg Anderson at his school
  (905) 844-9461 (phone)
  (905) 849-4772 (fax)

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

100 Main Street West
Hamilton, Ontario
Telephone (905) 527-5092
Fax (905) 521-2539

100, rue Main Ouest
Hamilton (Ontario)
Téléphone (905) 527-5092
Fac-similé (905) 521-2539

Director of Education & Secretary

Directeur de l'éducation et secrétaire

April 20, 1995

Dear Parents/Guardians:

As a parent of a Junior Kindergarten to Grade 5 student, who receives large yellow bus transportation, we felt it was important to make you aware of a staffing change that will take place this fall. We also wanted you to know about our plans to respond to these changes to ensure the continued safety of our students.

Effective September 1995, the Hamilton Board of Education will no longer have bus supervisors on large school buses for junior (JK to Grade 5) school students. This change is one of a number of staff reductions that will take place across our school system in the school year 1995-96. While these staff reductions are difficult for everyone involved, we are committed to doing our best with fewer staff and reduced operational resources. We also want to work with parents and the community to identify new ways of meeting our student needs.

We know that parents and school staff have valued the services provided by bus supervisors, including their role in: directing students into and from the school; reinforcing the code of conduct; reporting discipline problems; and guiding students to disembark at the designated stop.

Because of the value of these functions and the paramount importance of student safety, we will be forming a committee with parents, principals and bus driver representation, to plan and prepare appropriate processes as a result of the elimination of bus supervisors in the new school year. Specifically, this committee will identify and build in measures that support continued student safety, while working within available resources. We are pleased that Trustee Grant Darby, chair of the Board's Transportation Committee, will chair this committee and that Wendy Moore-Spors, a parent and co-author of KIDestrian Safety Program, has agreed to be a member. We will, of course, keep you informed about this committee's decisions and suggestions.

In the meantime, if you have questions, concerns or suggestions which should be brought to the committee's attention, please provide them, in writing, to your school. These comments will then be forwarded to the attention of: Gail Christmas, Transportation Officer, Hamilton Board of Education.

We appreciate your patience and support as we make these changes.

Yours truly,

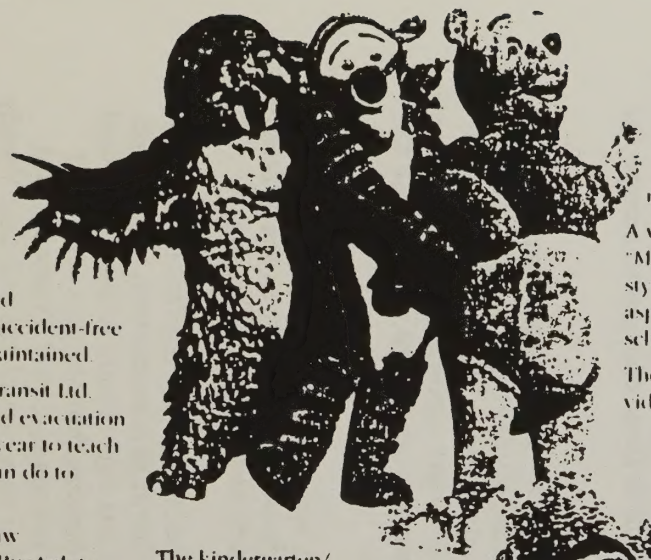
Donald W. Goodridge
Director of Education and Secretary

ga
c.c. Principal

Mailing Address
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Adresse postale
C.P. 2558
Hamilton (Ontario)
L8N 3L1

The Laidlaw School Bus Safety and Evacuation Program

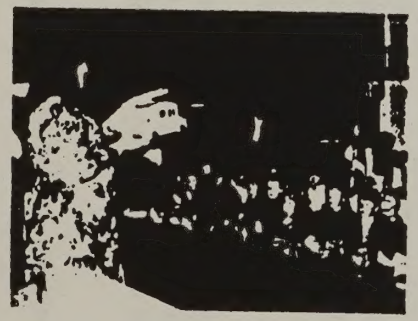


Obeying traffic laws and using defensive driving techniques can do a lot to prevent traffic accidents and ensure safety but, when a vehicle carries passengers, their knowledge and co-operation is also essential if accident-free driving is to be achieved and maintained.

Recognizing this fact, Laidlaw Transit Ltd. launched a school bus safety and evacuation program in the 1991-92 school year to teach and show students what they can do to prevent school bus accidents.

Originally the idea of two Laidlaw employees, the Laidlaw School Bus Safety and Evacuation Program quickly evolved into a structured 45-60 minute presentation, geared to the different school grades.

Since it was first offered, more than 250,000 students have seen and participated in the program, 123,965 since last September. The program is available upon request and without cost for presentation to students



Carol Spasaro, Laidlaw safety officer, demonstrates one of the safety features in the Laidlaw safety and evacuation program to a group of interested kindergarten and Grades 1-3 pupils.

from junior kindergarten, early childhood education, right up to Grade 8.

"Any principal who is interested in the program should get in touch with the Laidlaw driver trainer safety officer in his or her area," advises Monica Bell, a Laidlaw regional safety supervisor in Burlington, Ontario. "There is a different program that is structured to each age group."

The kindergarten/Grade 3 version involves the children in the building of a plastic school bus, with the emphasis on the safety features included in each part. The role of the bus driver, his or her responsibilities, and how safe the children can feel with the driver are also highlighted.

"We also tell them that a safe driver is not enough to guarantee safety, and that we need their involvement as well," says Bell.

A 14-minute Winnie The Pooh video entitled "*Pooh's Great School Bus Adventure*" is shown.

During the final part of the demonstration, the children go to the school yard where the evacuation procedure is explained and the safety features of the vehicle are reinforced by pointing them out to the pupils. Older students are recruited to show the smaller children how an evacuation is carried out. "We do an evacuation so they can have that practice of actually going out the back door," says Bell.

The emphasis in the program for Grades 4 - 6 is on student questions and answers. "We talk about things like crossing procedures and why we don't want them w[illegible] behind the bus," Bell explains [illegible] more or less ask for their input and put questions to them like 'Do you understand what kind of license is required to drive a school bus?'"

A video is also shown. It features rap singer "M. C. Safety" who, in the popular singing style, delivers a series of tips covering all aspects of passenger safety around and in school buses.

The Grade 7 and 8 program includes a videotape that features a computer printout of different kinds of evacuation that can be used.

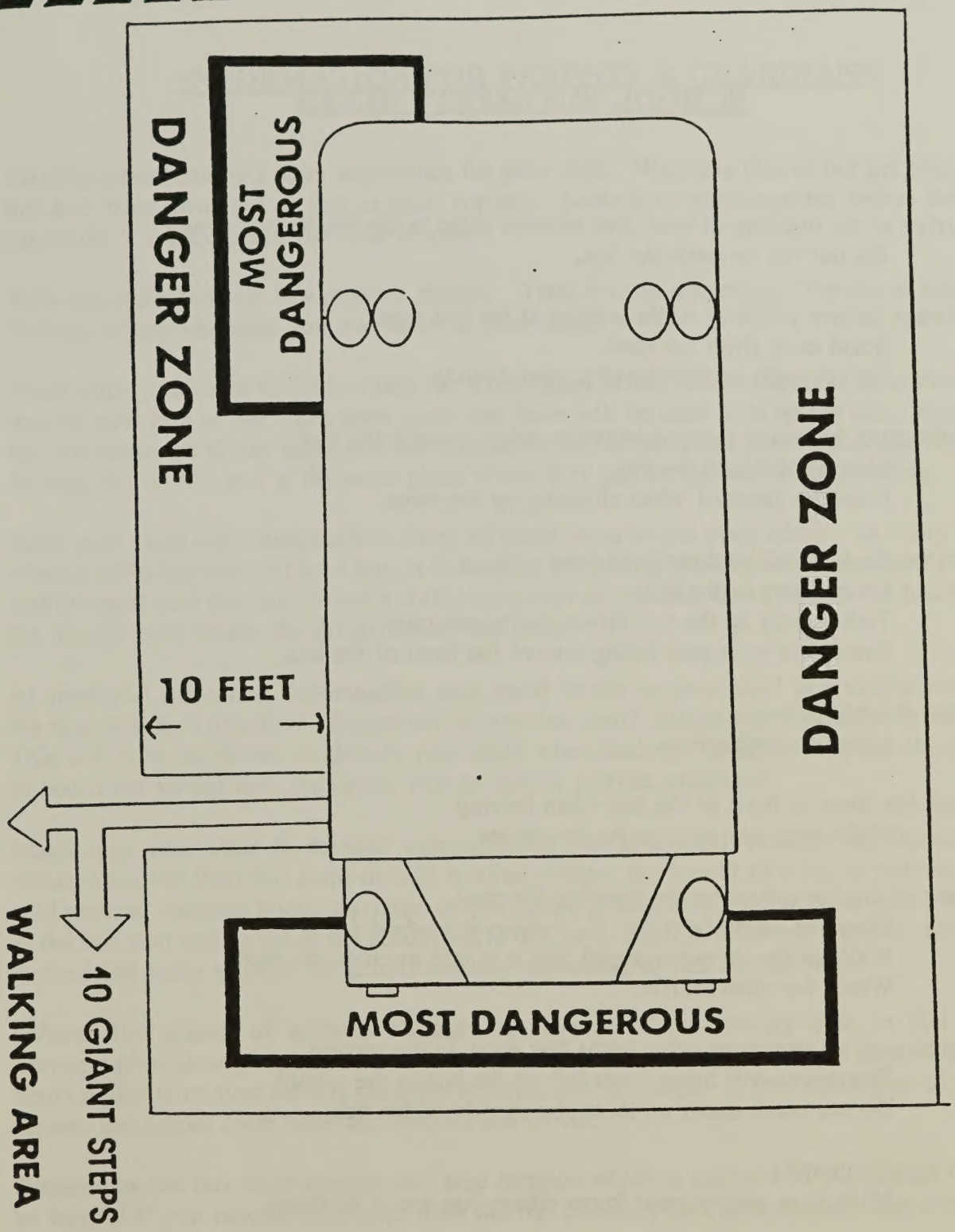
Bell points out that if a student stays at the same school or school board system he or she stands a good chance of receiving three practical sessions on school bus safety between kindergarten and high school graduation.

"The effectiveness of the program depends upon gearing the message to the different age groups," the regional safety supervisor says.

The program has drawn praise from educators and other public officials across the county. "I was impressed with your audience management skills," one school principal wrote Bell. "You presented tough messages in a friendly, personal, yet firm and serious manner."

"The video was just what we needed," another principal wrote. "The students enjoyed the music and were able to grasp the message."

LAIDLAW



DANGER ZONE
Stay away from Bus Danger Zones at all times.

Young Rider - 1

SCHOOL BUS SAFETY RULES

1. Arrive at the bus stop at least five minutes prior to the bus arrival time.
   - Do not run to catch the bus.

2. Always behave properly while waiting at the bus stop.
   - Stand back from the road.
   - Do not push or wrestle with your friends.

3. Make sure the bus is stopped before moving towards the bus.
   - Line up to board the bus.
   - Hold the handrail when climbing up the steps.

4. Get on the bus and go directly to your seat.
   - Do not stop in the aisle.
   - Talk quietly so the bus driver can concentrate.
   - Remain in your seat facing toward the front of the bus.

5. Obey the bus driver.
   - Listen to instructions.

6. Take ten steps in front of the bus when leaving.
   - Make sure you can see the bus driver.

7. Look at the bus driver before crossing the road.
   - Obey the safety patroller. (if applicable)
   - Wait for the driver to signal that it is safe to cross the road.
   - Watch for other traffic.

8. Never pick up papers or other items that drop on the ground.
   - The driver will bring items left on the bus to the school.
   - Do not reach under or touch the outside of the bus.

9. Go directly home.
   - Make sure your parents know where you are at all times.

10. Talk to your bus driver if you have a problem.

/1strider

Young Riders 1

INFORMATION FOR PARENTS & GUARDIANS

Starting school can be a scary experience for your child. Watching him or her get onto a school bus and drive away can be just as scary for you. Some time spent together before the big day can make it a little easier for both of you.

Talk about the bus ride in a positive manner. Treat it as an adventure. Try not to transfer any feelings of apprehension you may have to your child.

Walk with your child to the bus stop for a few times before school starts. Try to visualize the routine with him or her. Let them know that there will be older kids on the bus. Also explain that the route the driver takes will not necessarily be the same one you would take if you were driving, but it will end at the same place where they got on the bus in the morning.

Have your child use a **knapsack** to carry all those items to and from school. In many instances when a child has been hit by a bus, it is because something was carried in the child's hand and was dropped near the bus. When a child bends over or crouches down next to the bus they enter the danger zone where the driver cannot see them.

At your own discretion, **information tags** could be put on your child in a visible location for the first few days of school. Suggested information could include bus route number and school. This will help the driver to identify your child when loading. In the event your child attempts to board the wrong bus, the driver will be able to provide assistance.

Make sure your child is **dressed appropriately for inclement weather** conditions. Many children wait at their bus stops in cold weather without the benefit of a hat or mittens. Wet or cold weather requires boots, raincoats or umbrellas. Please help your child to wait comfortably at the bus stop and arrive at the school warm and dry. During inclement weather, please listen to the local radio stations for details on early dismissals or full day closures.

Inform the school of address changes in advance of the moving date so that alternate transportation arrangements can be made. The Transportation Departments require at least 48 hours notice to contact the bus company to implement a change. If your child goes to a daycare centre, the school must have this information on file.

Remember the bus route number and stop location which is assigned to your child. This will be helpful if you require assistance from the bus company or Transportation Department.

The **bus driver is your child's friend**. They will provide assistance at any time. Please instruct your child to talk with the bus driver if a problem arises.

/laurider

WHERE ARE THE SEATBELTS

One of the most frequently asked questions that concerned parents have is, "why are there no seatbelts on the school bus?" Here are some answers to this very important question.

Safe transportation of children while travelling to and from home and school is a matter of concern to all involved - parents and students, school officials, transportation companies and government agencies. Over the years in Canada, much of this transportation has been on school buses which have been specifically designed for this purpose and which must meet 35 federal and provincial government safety standards. In addition these equipment standards, provincial and territorial governments and school boards have adopted various measures for driver qualification and training, special rules of the road for school buses and training of pupils on how to use school buses safely.

Transport Canada has conducted extensive school bus collision tests with mannequins restrained in lap-only belts and unrestrained mannequins. The purpose of these tests was to observe the movement of the dummies within the vehicle during a frontal collision. The tests consisted of a crash into a barrier at a speed of approximately 48 km/hr (30/mph) to simulate a severe frontal collision.

These tests revealed that the use of lap belts may result in more severe head and neck injuries for belted than unbelted occupants in a severe frontal collision. Unbelted mannequins moved forward during the collision hitting the seat in front with their necks, chest and head, whereas the belted mannequins tended to jack-knife and hit the seat in front with the full collision force on their heads alone.

The stringent standards for school bus seats are based on exhaustive testing conducted in the U.S. and Canada. Occupant protection is provided by containing students between high-backed, heavily padded, closely spaced seats. A high, padded barrier replaced the old front row of seats. These features are part of a concept collectively referred to as "compartmentalization." In other words, by giving the occupants a relatively confined environment to move in, and ensuring the padding within that environment is thick enough to absorb the pressure of impacts when required, injuries are kept to a minimum.

Your child is 16 times safer riding on the school bus than he/she would be riding in a car. This conclusion is based on a comparison of the injury rates per passenger-kilometre of travel for school bus occupants versus all motor vehicle occupants. This estimate assumes that school buses carried an average of 20 occupants per vehicle, while all other motor vehicles carried an average of two per vehicle.

The conclusions to date, of testing and in-depth accident investigations both in Canada and the United States, suggest the unique (to school buses) seat spacing and padding requirements and other factors such as the relatively large size of the buses, result in very few fatalities or serious injuries. Transport Canada also states that the passive occupant protection provided by the stronger seats functions as intended and provides excellent protection for occupants.

Source: Transport Canada's Background Paper on School Bus Occupant Protection in Canada, January 1990

School Bus Operators' Association of Ontario

/seatbelt

1995 06 06

TO: The Chairman and Members
Operations and Finance Committee

FROM: Richard W. Binns
Superintendent of Human Resources Services

RE: **HOLIDAY SCHEDULE FOR THE EDUCATION CENTRE, DUNDURN BUILDING, MOUNTAIN/LOWER CITY OFFICES AND SCHOOLS FOR THE 1995-1996 SCHOOL YEAR**

Issue

To establish a Holiday Schedule for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools for the 1995-1996 School Year

Recommendation

That the following Holiday Schedule for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools be incorporated into the 1995-1996 School Year Calendar.

Monday, September 4 1995	- Labour Day
Monday, October 9, 1995	- Thanksgiving Day
Monday, December 25, 1995	- Christmas Day
Tuesday, December 26, 1995	- Boxing Day
Wednesday, December 27, 1995	- In Lieu of Noon Closing on December 22 & 29
Monday, January 1, 1996	- New Year's Day
Friday, April 5, 1996	- Good Friday
Monday, April 8, 1996	- Easter Monday
Monday, May 20, 1996	- Victoria Day
Monday, July 1, 1996	- In Lieu of Canada Day
Monday, August 5, 1996	- Civic Day

1995 06 06

TO: The Chairman and Members
Operations and Finance Committee

FROM: Richard W. Binns
Superintendent of Human Resources Services

RE: **CLOSURE SCHEDULE FOR THE EDUCATION CENTRE, DUNDURN BUILDING, MOUNTAIN/LOWER CITY OFFICES AND SCHOOLS**

Background

Senior Management discussed the feasibility of closure periods during the calendar year that would count as employee vacation days or as unpaid leaves of absence where applicable.

Issue

To establish closure periods for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools, commencing September 1995.

Recommendations

1. **The following period of closure for the Education Centre, Dundurn Building, Mountain/Lower City Offices and Schools, commencing September 1995, be approved:**
   - **Between Christmas Day and New Year's Day, effective December 1995 (2 days)**

2. **The Resource Management Strategy Committee consider the following periods of closure:**
   - **Winter Break, effective March 1996 (5 days)**
   - **Last Two Weeks of July and First Two Weeks of August, effective July 1996 (20 days)**

Rationale

The recommended closure times would:

(a) create a savings of approximately $600,000 (recommendations 1 and 2 inclusive).
(b) provide an opportunity to save jobs,
(c) allow for the least disruption of operations and increased efficiency during the calendar year.

1995 06 06

TO: The Chairman and Members
Operations and Finance Committee

FROM: P. Shewfelt
Superintendent of Finance and Treasurer
D. Sage
Manager, Property, Audit and Assessment

RE: **SALE OF BOARD SITES**

REPORT: FOR DECISION

BACKGROUND:

Prior to the sale of school property, Ministry of Education and Training regulations mandates a Board to declare the designated sites surplus to its needs. As well, the Board must ensure that the site will not be required, within that attendance area, for ten years following disposal. Appendix "A" provides a reference to the appropriate Board motions that satisfy this mandate for the sale of Brantdale School, Ridge School, Onteora School and the Kentley site. Demographics of these properties can be found in Appendix "B".

In compliance with the motion and within the spirit of Ministry regulations, the first right of refusal was extended to Ministry defined priority agencies.

Letters of our intent to sell the above noted sites were issued to:

- Hamilton Wentworth Roman Catholic Separate School Board
- McMaster University
- Mohawk College
- Corporation of the City of Hamilton
- Regional Municipality of Hamilton-Wentworth
- Hamilton Regional Conservation Authority
- Ministry of Government Services (Provincial)
- Public Works Canada (Federal)

Following the ninety day offering period, each of the preferred agencies declined their interest to purchase. As a result, applications were filed and subsequently approved by the Ministry of Education and Training for the Board to proceed to public tender.

The expertise of the Purchasing Department was engaged to facilitate the technical requirements of a public tender offering. Newspaper adds were placed in the Hamilton Spectator on April 12th and 15th and the Daily Commercial News on April 12th. Fifty-one tender packages were released prior to the closing. At 12:00 P.M. on May 5, 1995 tenders were officially closed followed by a public opening. The Kentley site attracted nine bids, Ridge School one bid and both Onteora and Brantdale were not bid on.

ISSUE:

To advise the Board on the results of the public tender process and determine the Board's position to accept or reject the bids received.

RECOMMENDATIONS:

1. That the bid from Homes by DeSantis for the purchase of 6.0 acre parcel of land in Lot 29 Concession 2 (Saltfleet) [Kentley Neighbourhood - Block 37], in the amount of $1,061,262 be accepted and that the funds realized from the sale be placed in Capital Reserves.

2. That the bid from Hampshire Properties Inc. for the purchase of Ridge School and site, in the amount of $405,000 not be accepted.

RATIONALE:

Nine bids on the Kentley site were received ranging from $451,000 to $1,061,262. Five of the bids exceeded the appraisal completed on this property by the real estate appraisal firm of Chambers and Company. The bid from Homes by DeSantis has been reviewed in detail and has satisfied all the conditions of the tender package. If accepted, the transaction will be completed within sixty days of formal notification of the acceptance of the offer.

Hampshire Properties Inc. submitted the only bid on Ridge School. The bid of $405,000 was substantially below the appraised value of the property.

Unsold sites will remain on the market. Market exposure will be provided through the Board's real estate appraisal firm. Offers submitted to purchase will be scrutinized as to price and conditions. All appropriate offers will be brought to the Board for final acceptance.

APPENDIX A

At the 1989 07 20 meeting of the Board of Education for the City of Hamilton, the following was approved:

"That Ridge School and site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require additional accommodation to replace Ridge School in this attendance area within ten years of the date of disposal. The funds realized from this sale be placed in Capital Reserves."

At the 1994 03 28 meeting of the Board of Education for the City of Hamilton, the following was approved:

"That the 6.00 acre parcel of land in Lot 29 Concession 2 (Saltfleet) [Kentley Neighbourhood - Block 37] be declared surplus to the Board's needs and sold in accordance with Ministry regulations with the understanding that the Board will not require a site in this attendance area within ten years of the date of disposal and that the funds realized from this sale be placed in Capital Reserves."

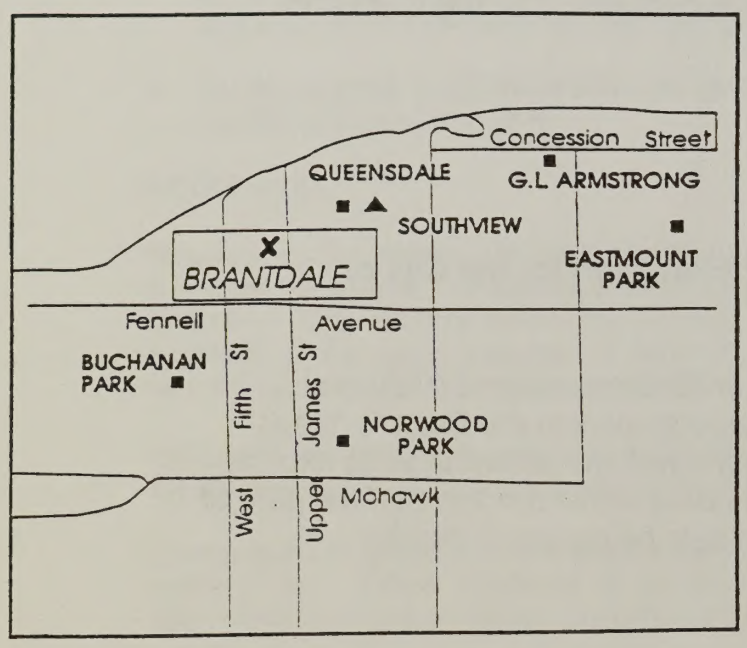
"That Brantdale School and Site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require additional accommodation to replace Brantdale School in this attendance area within ten years of the date of disposal. The funds realized from this sale to be placed in Capital Reserves."

"That Onteora School and Site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require additional accommodation to replace Onteora School in this attendance area within ten years of the date of disposal. The funds realized from this sale to be placed in Capital Reserves."

APPENDIX E

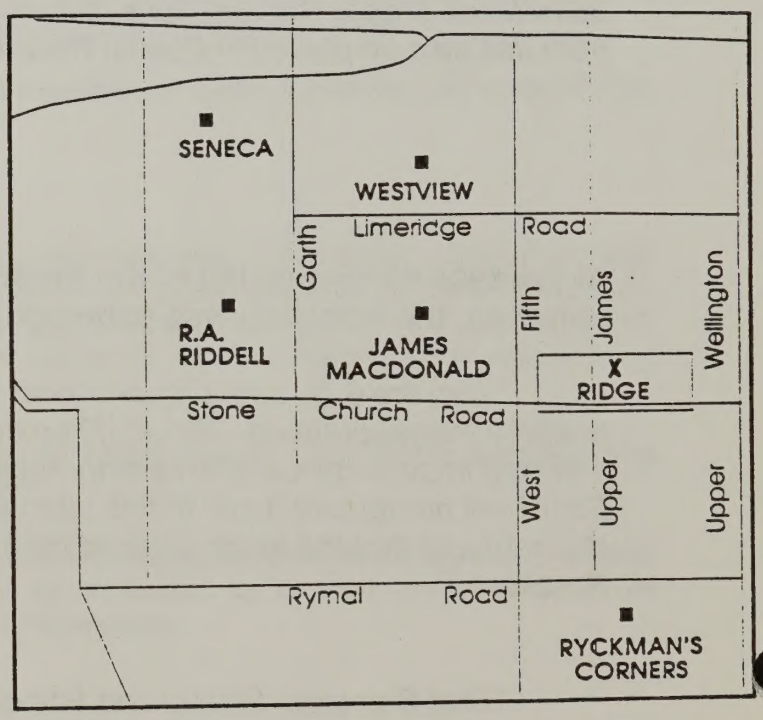
BRANTDALE SCHOOL - 15 Brantdale Avenue

Brantdale School was closed in 1977. It was built in 1913 , with additions in 1922 and 1953. Brantdale has a total square footage of approximately 15,351 and is situated on a 1 acre site. The property is zoned "C" (Single Family Dwelling). The building has been vacant since June 1992.



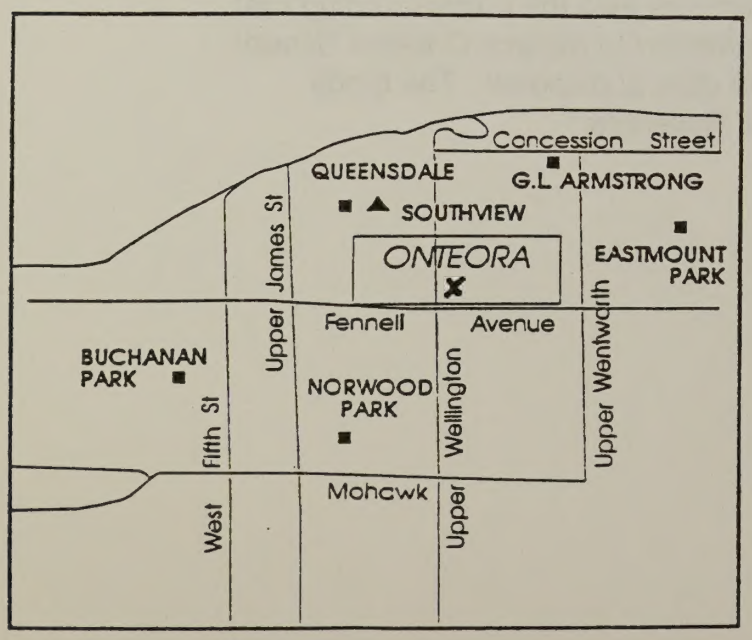
RIDGE SCHOOL - 1289 Upper James Street

Ridge School was closed in 1977. It was built in 1947, with additions in 1949 and 1951. Ridge has a total square footage of approximately 11,655 and is situated on a 1.45 acre site. The property is zoned "C" (Single Family Dwelling), can be rezoned to "CR1" Commercial Residential. The building has been vacant since 1990.



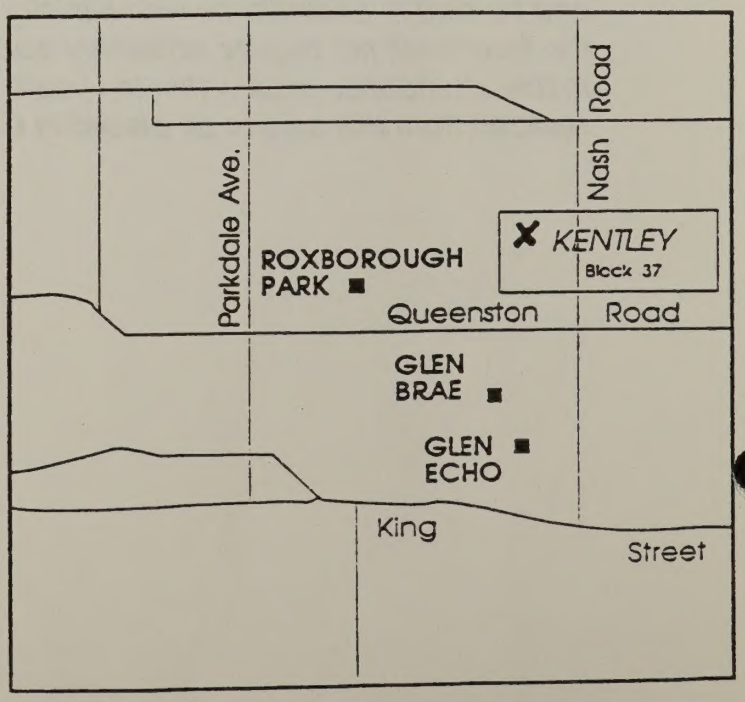
ONTEORA SCHOOL - 243 Fennell Avenue East

Onteora School was closed in 1978. The original building was constructed in 1922. An addition was added in 1961. Onteora has a total square footage of approximately 23,654 and is situated on a 2.45 acre site. The property is zoned "C" (Single Family Dwelling).



SITE - KENTLEY NEIGHBOURHOOD (Block 37), Lot 29, Concession 2, (Saltfleet)

This 6.00 acre site was originally purchased by the Board in 1964 for use as an elementary school site. The site is situated between Nugent Drive and Kentley Drive located off Nash Road in a neighbourhood which has been fully developed for some time. The property is zoned "C" (Single Family Dwelling)



1995 06 06

TO: The Chairman and Members
Operations and Finance Committee

FROM: P. Shewfelt
Superintendent of Finance and Treasurer
D. Sage
Manager, Property, Audit and Assessment

RE: **1994 ASSESSMENT APPEALS**

REPORT: FOR INFORMATION

BACKGROUND:

During 1994, the Assessment Review Board processed Minutes of Settlement for three major commercial assessment appeals, Tenneco Inc. (J. I. Case), Stelco and Commonwealth Hospitality Limited (Holiday Inn), which were outstanding for several years.

In September, correspondence was received from the City of Hamilton advising of the estimated $4 million shared tax refund to be made to these companies. Following this notification, trustees were apprised of this extraordinary item first by letter from the Superintendent of Finance and Treasurer, then formally during October's Operation and Finance Committee meeting. The "1994 Property Assessment Appeals" report detailed our analysis and estimated the Board's liability to be $2 million. At the year end, the final determination was assessed by the City's Treasury Department.

The 1995 budget relating to charge backs of $3.97 million reflected a year to year increase of 35.5%. This large increase is mainly attributable to the Board's actual $1.93 million (Stelco $.91M, Holiday Inn $4.27M, Tenneco $.75M) refund of taxes being added to this account. It is anticipated that the Ministry of Education and Training will share approximately 60% of the Board's payout. Actual receipt of these funds will be generated through the General Legislative Grants (GLG's) in 1996.

ISSUE:

To advise trustees on the final disposition of three large 1994 assessment appeals.

RECOMMENDATIONS:

That this report be received for information.

RATIONALE:

The assessment appeals for Tenneco Inc., Stelco and Commonwealth Hospitality Limited were finalized in 1994 and accounted for through the Board's 1995 Budget. The actual refund is recovered through a reduction of the 1995 monthly levy payment by the City to the Board.

In December 1994, the Regional Assessment Commissioner addressed the Board and in particular shared the unpredictable nature regarding the outcome of appeals. Since that time, the Regional Assessment Commissioner has established an information sharing forum between his office, the City of Hamilton, Hamilton Wentworth Region, the Separate School Board and the Board of Education for the City of Hamilton. It is anticipated that a greater awareness of outstanding appeals will be gained. Should future significant tax appeals be identified and liability determined, full disclosure will be brought back to Committee.

Date: 1995 06 06

To: Chairman and Members
Operations and Finance Committee

From: Hamilton Student Athletic Council — Hall of Fame Committee

Re: Development of a System Wide Athletic Hall of Fame

Report: Information

Background

The mission of the Hamilton Board of Education is to educate children and adults to enable them to enjoy life as creative, contributing, responsible members of society (Hamilton Board of Education, 1995).

The interscholastic athletic program is governed by the Hamilton Interscholastic Athletic Council Constitution or HIAC Constitution. The goal of the HIAC is to provide the opportunity for talented athletes to participate in competitive sport (Hamilton Interscholastic Athletic Council, 1993).

The HIAC is governed by the Golden Horseshoe Athletic Conference or GHAC. It is the governing body for interscholastic sport in the Hamilton/Halton area (Hamilton Public, Hamilton Separate and Halton). The Ontario Federation of School Athletic Associations or OFSAA is the governing body for interscholastic sport in Ontario. It is comprised of 19 member associations of which GHAC is one (OFSAA, 1995).

In February 1994, the Coordinator of Physical Education, Health and Athletics called together all of the girls and boys athletic council presidents from each secondary school for the purpose of creating a system wide Student Athletic Council. The HSAC has met once a month since April, 1994.

To date the HSAC has achieved the following:
- gained support for interscholastics,
- raised school spirit,
- acted as liaison between teacher advisors and coaches,
- organized a system wide participation day at Harbourfront Park, May, 1995,
- discussed re-vitalizing a Coaches Appreciation Night,
- formed an Athletic Hall of Fame Committee.

The Hall of Fame Committee has to date done the following:

- Has met on several occasions and has proposed a number of recommendations for consideration to establish an Athletic Hall of Fame.
- Elected a Chairperson — Bob Leedale, former Physical Education Head and Coach, Principal and President of OFSAA.
- Proposed that the Hall of Fame will recognize, as inductees, male and female Athletes of the Year, Dynasty Teams from the past (male and female), and Builders.
- Proposed at a selection committee will be established with representation from:
  — Trustees
  — Principals
  — Physical Education Heads
  — Students
  — Community Members
- Proposed that a physical exhibit of memorabilia and winners be on a permanent display at the Education Centre.
- Considered potential costs re:
  — space
  — support from Trustees / Community

Issue:

To determine Trustees support for the establishment of an Athletic Hall of Fame.

Recommendations:

That this report be received for information.

/pgb
95 06 02

Recommendations:

a) That no superintendent's expenditures be over budget without prior authorization from the Board.

b) Revenues:
That a working group of at least three trustees and appropriate staff bring recommendations regarding enhancement of revenues to September's Operations and Finance Committee.

c) Properties:
That two additional trustees be added to the accommodation committee and that a report be brought by September's Operations and Finance Committee regarding accommodation issues where savings can be found.

d) Contracting In :
That at least two trustees be added to the Committee examining contracting in and out issues with CUPE and recommendations regarding any long term savings to the Board be brought to September's Operations and Finance Committee.

e) Staffing Changes:
That a working group of at least three trustees and appropriate staff bring recommendations regarding long term savings, and succession planning in staffing to September's Operations and Finance Committee.

f) Fiscal Three year Plan:
That after receiving the above reports and that of the Secondary Futures Committee, a further working group of at least three trustees and appropriate staff prepare a fiscal three year plan, with timelines, outcomes sought, and those accountable for implementation, for approval by the Board by no later than December 1995.

Judith Bishop

REPORT OF THE
TRUSTEE COMMUNICATIONS COMMITTEE

Present: Trustees Johnston (Chairman), Bishop, Korz and Rodgerson.

Officials
Present: P. Gillie, Superintendent - Administrative and Operational Services
L. Dixon, Manager - Technical Services
G. Brock-Woodland, Public Relations Officer

The Committee recommends:

GENERAL

1. That the Pamphlet - "The Role of the North York School Trustees" be received for information and that the Public Relations Officer take this under advisement for inclusion in the Parent School Calendars.

2. That a response be sent to the Hamilton Principals' Association's correspondence of 1995 01 23, emphasizing and quoting Item iii) under the Guidelines for Submissions to School Newsletters.

Respectfully submitted

Committee Room
1995 05 10

J. JOHNSTON
Chairman

REPORT OF THE CHILD CARE COMMITTEE

Present: Trustees Rogers (Chairman), Bishop, Cunningham and Mulholland.

Officials Present: E. Bond (Superintendent of Program)
J. Powell-Fralick (Child Care Program Leader)

The Committee recommends:

GENERAL

1. That the reduction in rental rates be set at 27% for Norwood Y.M.C.A. Kindercare Centre, based on the rental rates established by September 1995.

2. That the correspondence from Mother Goose Co-operative Pre-School Inc. be received for information and the following recommendation approved:

(a) That no reduction in rental rates take effect for Mother Goose Co-operative Pre-School until September, 1995.

Respectfully submitted

J. ROGERS
Chairman

Committee Room
1995 05 15

REPORT OF THE POLICY REVIEW COMMITTEE

Present: Trustees Rogers (Chairman), Bishop, Johnstone, Rodgerson and Stewart.

Also Present: Trustee Mulholland.

Official Present: D. W. Goodridge (Director of Education and Secretary)

The Committee recommends:

GENERAL

1. ▪BU-1 Creative Playgrounds - to establish and maintain safe, creative playgrounds on school property
That the following policy statement remain as written:
"It is the policy of the Board of Education for the City of Hamilton to aid in the establishment and maintenance of safe creative playgrounds on school property."

2. ▪BU-2 Use of School Facilities - out of school hours
That the following policy statement remain as written:
"It is the policy of the Board of Education for the City of Hamilton to make school buildings available to community organizations to the fullest extent possible within the established regulations made with due regard for the preservation of the educational program of the school and the protection and maintenance of the property."

3. ▪BU-3 School Social Functions - Alcoholic Beverages, Liabilities
That the following policy statement be amended by adding the words "without the permission of the Board" as follows:
"It is the policy of the Board of Education for the City of Hamilton that no alcoholic beverages shall be allowed on school grounds or in school buildings, without the permission of the Board."

4. ▪CU-2 Textbooks - Selection and Purchase of Curriculum and Teaching Materials
That the following policy statement be amended by substituting the word "approve" for the word "outline" as follows:
"It is the policy of the Board of Education for the City of Hamilton to approve the process for the selection and purchase of Curriculum and Teaching Materials."

5. ▪BU-4 Security of Microcomputers in School
That the following policy statement be deleted:
"It is the policy of the Board of Education for the City of Hamilton that all microcomputers on carts be collected and locked in a secure area within the school at the end of the day."

6. ▪CU-7 Credit Substitution for the Ontario Secondary School Diploma
That the following policy statement be deleted:
"It is the policy of the Board of Education for the City of Hamilton that students should take the compulsory subjects dictated by O.S.I.S.; exceptions shall be made only under very unusual circumstances, such as physical impairment, learning disability or inappropriate educational background."

7. ▪OP-1 Pupil Supervision in Elementary Schools During the Lunch Hour - Parent-sponsored
That the following policy statement be deleted:
"It is the policy of the Board of Education for the City of Hamilton to provide lunchroom supervision for elementary students whose parents do not wish to participate in the Hamilton Elementary Lunch Program. Supervision will not necessarily be provided at the "home" school."

8. ▪OP-2 Pupil Supervision in Elementary Schools During the Lunch Hour - Board-sponsored Program
That the following policy statement be deleted:
"It is the policy of the Board of Education for the City of Hamilton to provide lunchroom supervision free of charge for elementary students living a mile or more from the school they attend."

9. ▪OP-6 Vandalism and Theft - immediate action to be taken in cases of
That the following policy statement be deleted:
"It is the policy of the Board of Education for the City of Hamilton that if restitution is not made by the violators concerned, civil action be commenced by this Board against said violators."

10. ▪OP-10 Teacher Aides - In Junior Kindergarten Classes
That the following policy statement be deleted:
"It is the policy of the Board of Education for the City of Hamilton to have Teacher Aides in Junior Kindergarten Classes to enhance the safety of the students and the quality of their program."

11. ▪OP-14 The School Day - Elementary and Junior Kindergarten hours and waiting list priorities
That the following policy statement be deleted:
"It is the policy of the Board of Education for the City of Hamilton that all elementary schools will adhere to the waiting list priorities for Junior Kindergarten and the hours set by the Board regarding the school day."

12. ▪OP-16 Staffing Procedure (Secondary)
That the following policy statement be deleted:
"It is the policy of the Board of Education for the City of Hamilton that the staffing procedure provide a fair and equitable process for staffing schools."

13. ▪OP-25 Fund Raising
That Clause 7. (a) in Operating Procedure OP-25 (attached) be amended to include the words "on Board operated facilities" after the word "lotteries".

Respectfully submitted

J. ROGERS
Chairman

Meeting Room
1995 03 01
1995 05 30

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

September 1987 OP-25

Operating Procedure

TOPIC:

Fund Raising

AUTHORITY

Policy of the Board of Education for the City of Hamilton - May, 1987, "That the Hamilton Board of Education adopt a policy which allows fund raising activities to be carried out in our schools in accordance with Ministry of Education regulations and the Board's Operating Procedures."

PROCEDURE

Fund raising activities are broadly interpreted to include all activities where money is raised in support of the school to fund a charity or project. Fund raising activities are expected to conform to the following principles.

1. The process of fund raising should have an educational value for students and should not unduly disrupt the normal instructional program.

2. Control of and responsibility for the fund raising process shall remain within the school.

3. Fund raising activities shall be planned and conducted with primary concern for the health and safety of students.

4. Fund raising activities should be limited to solicitations, services or products that are worthwhile and acceptable.

   - Worthwhile and acceptable products are those which not only provide fair value for money spent and fall within the parameters of good taste, but also anticipate community expectations. For example, there has been concern that products being sold actively by schools be Canadian-made, or if foreign-made, be products the selling of which will not threaten Canadian jobs.

5. Repeated solicitations should be avoided by coordinating activities with others to establish the targeted market, geographical extent, timing, and duration of each event.

6. Participation in fund raising activities shall be strictly voluntary and without pressure.

   - In keeping with this principle, reward systems should be minimized and cooperation to enhance school spirit should be maximized.

7. Two fund raising activities are specifically banned:
   (a) Lotteries,
   (b) Unaccompanied door-to-door canvassing by elementary students.

   - Door-to-door canvassing is a concern because, (i) it has the potential to place children in situations of physical or emotional jeopardy, and (ii) it constitutes a source of annoyance to residents who are subjected to numerous solicitations. Canvassing one's relatives and circle of friends is not the same as blanket door-to-door canvassing.

8. Detailed plans should be established, approved by the principal and well publicized prior to each event.

   - It is intended that parents receive information about the fund raising activities taking place.

9. Each school shall be limited to two major events annually.

10. When the purchase of goods and services from a party external to the school is involved, the principal or his/her designate should:
    (a) Countersign all contracts, agreements to purchase, or cheques;
    (b) Ensure the reliability of such individual or firm;
    (c) In a major project, investigate through the Chamber of Commerce, the Better Business Bureau and/or the Hamilton Credit Bureau;
    (d) Ensure that there is adequate supervision of the control and distribution of the product;
    (e) Give approval to the sales procedures of the campaign prior to its commencement;
    (f) Ensure that sound accounting procedures are in effect; and
    (g) Ensure that the interests of the Board of Education are protected.

REPORT OF THE
NAME SEARCH COMMITTEE - MOUNTAIN SECONDARY SCHOOL

Present: Trustees Orban (Chairman), MacDonald and Stewart.

Official
Present: N. Nicholls (Superintendent of Schools – Mountain)

The Committee recommends:

ELEMENTARY/SECONDARY

1. That the status quo be maintained at Mountain Secondary School until after the review of secondary school education.

Respectfully submitted

L. ORBAN
Chairman

Committee Room
1995 06 01

Hamilton Board of Education
Education Centre
1995 06 06

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY / SECONDARY

(a) That the following trip requests be approved:

(i) Glen Brae, Grade 6, Camp Wanakita, Haliburton area, 1995 10 03-06 (Tuesday to Friday)

(ii) Norwood Park, Grade 6, Camp Wanakita, Haliburton area, 1995 10 03-06 (Tuesday to Friday)

(iii) Strathcona, Grades 5-6, Canterbury Hills, Ancaster, 1995 06 19-21 (Monday to Wednesday)

(iv) Barton, Grades 10-OAC, Canoeing Trip, Algonquin Park, 1995 09 21-23 (Thursday to Saturday)

(v) Sherwood, Grades 10-OAC, Canoeing Trip, Algonquin Park, 1995 09 20-23 (Wednesday to Saturday)

Respectfully submitted,

D. W. Goodridge
Director of Education
and Secretary

PRESENTATION OUTLINE ON ELIMINATION OF BUS SUPERVISORS

By Sara Della Pietra and Nancy Lewington
Thornbrae Parents Advisory Council

INTRODUCTION

- Thornbrae statistics, presentation of petition opposing elimination of bus supervisors
- Bus Supervisor Duties and Responsibilities O.P.-15:

1. Know the children assigned to your bus. Printed bus lists can be produced by the Computer Services Department. Request them through the school secretary.
2. With utmost concern for the safety of children and with regard for vehicles sharing the road, ensure that children enter and leave the bus in a safe, orderly and expeditious manner.
3. Ensure that the children are seated before the bus departs and remain seated until they reach their destination. By arrangement with the principal seats may be assigned to children.
4. Ensure that there is no fighting, throwing of objects, hanging out of windows, or any other behaviour that may distract the driver or endanger children.
5. Inform the principal about any child who does not conform to acceptable.
6. Contact the Supervisor of Transportation regarding stops that are no longer needed or stops that should be created.

BUS SAFETY

1. Why the physical safety of the children will be at risk if adult bus supervisors are eliminated.
   -age, health issues, eating on bus, improper behaviour, route and children not known to substitute drivers.

2. Examples of violence, bullying, and misbehaviour; quotes from parents, supervisors, students and principals from the Hamilton, Wentworth and Hamilton Separate School Boards.

3. Newspaper reports on bus safety, including coroners report recommending adult bus monitors on school buses transporting young children.

EMOTIONAL SAFETY AND WELL BEING-BULLYING AND HARASSMENT ISSUES

1. Research findings on bullying- prevalence in Toronto, U.S and International studies
   - most bullying is covert and victims do not report

- we are often unaware of full extent of problem.
- victims report inconsistent intervention
- effects are devastating-anxiety, loss of self-esteem, poor school performance

2. Prevention: Improve supervision at high risk times. (recommended in Board's own Safe Schools Program and Information Sheet on Bullying) We feel adult supervision is especially necessary for JK-5's as they are younger, just developing their social skills and learning respect for each other and responsible citizenship.

3. Intervention: We feel teachers, students, parents and administration must work together to develop schools with firm limits on unacceptable behaviour, and consistent consequences. Piecemeal approaches to making our schools safe will be marginally effective and short lived. We want our children's WHOLE SCHOOL experience, including their classroom, recess, lunchroom and bus ride to be safe, inviting and condusive to positive learning and development. Eliminating the bus supervisors is a contradiction to the Board's own stated goals for the safety of our children.

4. Results of elimination of adult bus supervisors: Our bus supervisors provide an extremely valuable service, that is functioning well and helps bring our children to school 'ready to learn'. They know and care for the children and have contributed in ways many parents, principals, administrators and trustees will never know. We would argue that it is dangerous and irresponsible to assume other boards must be right in not having bus supervisors. We feel the safety of our children will be at risk with this elimination, and that safety (physical and emotional) should be of primary importance.

PRESENTATION ON BUDGET CUTS

PRESENTED TO: HAMILTON BOARD OF EDUCATION
MONTHLY MEETING
TUESDAY, JUNE 06, 1995

PRESENTED BY: WENDY L. SCHRAMA
51 FARMER COURT,
HAMILTON, ONTARIO

SCHOOL PROGRAMS

BUDGET COST REDUCTIONS

- REDUCTION IN HOURS AVAILABLE FOR LEARNING RESOURCE TEACHER TO TUTOR STUDENTS IN NEED OF INDIVIDUAL HELP
- REDUCTION IN HOURS AVAILABLE FOR PHYSICAL EDUCATION
- REDUCTION IN HOURS FOR LIBRARY PERSONNEL
- REDUCTION IN NUMBER OF TEACHER AIDS
- JUNIOR AND SENIOR KINDERGARTEN STUDENTS IN THE SAME CLASS
- LOSS OF STUDENTS' EXTRACURRICULAR ACTIVITIES
- LOSS OF SCHOOL TRIPS TO MUSEUMS, SCIENCE CENTERS, NATURE PRESERVES, ETC.

RECOMMENDED BUDGET REDUCTIONS

(TO BRING LOST SCHOOL PROGRAMS BACK INTO BUDGET)

- REDUCE THE NUMBER OF SCHOOL TRUSTEES FROM 16 TO 8 (ONE PER WARD)
- REDUCE SALARY OF THE BOARD CHAIRMAN
- NO CATERED BOARD MEETING MEALS
- REDUCE BUDGET FOR TRUSTEE STAFF DEVELOPMENT, TRAVEL, PARKING, CLOTHING ALLOWANCE COSTS
- REDUCE CONFERENCE ALLOWANCE COSTS

RECOMMENDED BUDGET REDUCTIONS

ANNUAL COST SAVINGS

ITEM	CURRENT ANNUAL COST	FUTURE ANNUAL COST	ANNUAL SAVINGS
NUMBER OF TRUSTEES FROM 16 TO 8	$210,416	$105,208	$105,208
CONFERENCE ALOWANCE	$24,000	$12,000	$12,000
REDUCE CHAIRMAN SALARY	$19,630	$16,160	$3,500
CATERED MEALS	$7,000	$0	$7,000
TRAVEL, PARKING, CLOTHING ALLOWANCES			$6,500
TOTALS	$261,046	$133,368	$134,178

REASONS FOR BUDGET REDUCTIONS

- TAXPAYERS CANNOT AFFORD CONTINUOUS ANNUAL PROPERTY TAX INCREASES FOR EDUCATION WITHOUT SEEING RESULTS FOR THEIR CHILDREN'S EDUCATION.
- CHILDREN ARE FUTURE TAXPAYERS AND WAGE EARNERS, WITHOUT PROPER EDUCATION, THERE IS NO FOUNDATION FOR THE CONTINUATION OF THE SOCIETY.
- WITH IMPLEMENTATION OF "SCHOOL COUNCILS", WHICH CONSIST OF PARENTS, TEACHERS, PRINCIPALS AND STUDENTS, THE NEED FOR TRUSTEES WILL BE GREATLY REDUCED (NOTE! COUNCILS ARE ON A VOLUNTARY BASIS).
- IN SOME FAMILIES, BOTH PARENTS WORK OUT OF NECESSITY AND DO NOT HAVE THE TIME TO SPEND WITH CHILDREN THAT MAY NEED HELP, THE EXTRAS PROVIDED BY THE SCHOOLS MAKE A DIFFERENCE.

TING OF THE OPERATIONS AND FINANCE COMMITTEE

1995 06 19

Present: Trustees Cunningham (Chairman), Desmarais, Hicks, Lowe, Orban, Rogers and Stewart.

Also Present: Trustees Bishop, Gage, Hill, Johnston, Mulholland and Paquin.

Officials Present: D. Goodridge (Director of Education and Secretary)
P. Shewfelt (Superintendent of Finance and Treasurer)
P. Gillie (Superintendent - Administrative and Operational Services)

GENERAL

Update from the Officials re Honeywell Utility Consumption Analysis Program (HUCAP)

Ms. Gillie, in presenting the update, highlighted the following points:

.the "Performance Contract" being explored with Honeywell is based on applying savings in energy costs over a period of time in order to pay for capital

.the purpose in exploring this proposal was the acquisition of boilers in 4 schools

.further input and study would be required before system-wide implementation of this kind of project

.the letter of intent signed with Honeywell provided a preliminary engineering study to determine potential savings; it was noted that the Board reserves the right to select/reject suppliers and contractors

.the concept report, which details savings and is essential to execute the contract, is not complete and has not been signed

.the boilers, installation and lighting aspect will be tendered

.the Board's asbestos team will do the asbestos work

Ms. Gillie outlined the option the officials would recommend:

.proceed with the mechanical and lighting package in the five schools only if further savings could be realized and to audit Barton Secondary School (the next school on the renovation list) to achieve savings

.if not, proceed with the mechanical only (boiler, water conservation measures and installation of controls)

Moved by Canon Rogers: That the Update from the Officials on the Honeywell Utility Consumption Analysis Program (HUCAP) be received for information and the recommendation as outlined by Ms. Gillie be approved.

When it was determined that the report this evening was intended to be for information only and that the Officials have the authority to proceed with plans unless otherwise directed, Canon Rogers requested and received permission to withdraw his motion.

Moved by Mr. Mulholland: (a) That no action be taken on the Honeywell Proposal at this time.

(b) That the boilers be replaced at Hampton Heights and Franklin Road Schools immediately and this be done in the traditional way.

(c) That the Board invite presentations on Energy Conservation programs.

(d) That the Board consider a pilot program in Energy Conservation for July, 1996, based on these presentations and possible funding.

Mr. Mulholland offered that the officials' violated their mandate in that their proposal goes beyond the approved budget.

Ms. Gillie noted that the maintenance/service of these schools would be carried out by Honeywell Inc. The caretaker's role would be to monitor the controls in which he/she would be trained in order to achieve the projected savings. Ms. Gillie confirmed that there will be no job loss with this pilot project of 5 schools; however, the implications if such a program were implemented system wide would be difficult to predict.

Ms. Gillie assured the members that a study on the issue of energy savings and other issues is necessary before any recommendation to proceed system wide could be considered. She indicated that a report could be presented in the Fall outlining a framework for such a study.

Trustees Stewart and Gage apologized for the criticism directed to Superintendents and Director at the 1995 06 15 meeting.

Mrs. Bishop requested that the Clauses be voted on separately.

Clause (a) was put to a vote and was Lost.

Clause (b) was put to a vote and was Lost.

Clause (c) was put to a vote and was Carried.

Clause (d) was put to a vote and was Lost.

It was agreed:

That the Update from the Officials re Honeywell Utility Consumption Analysis Program (HUCAP) be received for information.

The members requested the Officials present a report on the concept of "performance contracts" to ensure that everyone understands this new direction.

Miss Cunningham indicated that a report would be presented at the September or October meeting.

The meeting then adjourned.

Adopted as presented.

.....
Chairman

rm

AGENDA
SPECIAL MEETING OF THE OPERATIONS AND FINANCE COMMITTEE
1995 06 19

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Update re Honeywell Utility Consumption Analysis Program (HUCAP)

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1995 09 12

Confirmation of the minutes of the regular meeting of 1995 06 06 and special meetings of 1995 06 05, 1995 06 13, 1995 06 15 and 1995 08 31.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Response from the Officials to the Presentation by Theatre Aquarius – **Pages 1 to 3**
2. Report re Corporate Development Strategy – **Pages 4 to 11**

NEW BUSINESS:

1. Presentation – Art Gallery of Hamilton – **see separate attached package**
2. Reduction in Provincial Funding – **Pages 12 to 16**
3. Energy Consortium – **Pages 17 and 18**
4. Interim Financial Status Report (as of 1995 07 31) – **Pages 19 to 24**
5. Increase in Line of Credit – **Pages 25 and 26**
6. Major Initiatives for 1995, 1996 and 1997 – **Pages 27 to 29**
7. Policy for Parent/Community Involvement – **Pages 30 to 35**
8. Request for Liquor Licence – Hill Park Secondary School's 40th Anniversary

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education – **Pages 36 and 37**

TO: The Chairman and Members
Operations and Finance Committee
1995 09 12

FROM: P. Shewfelt
Superintendent of Financial Services and Treasurer

PREPARED BY: D. Sage
Manager, Property, Audit and Assessment

RE: **THEATRE AQUARIUS - REQUEST FOR SUPPORT OF A PRIVATE MEMBER'S BILL GRANTING PROPERTY TAX RELIEF**

REPORT: **FOR DECISION**

BACKGROUND:

Theatre Aquarius Inc. is a not for profit professional theatre company which was founded in 1973. In 1991 the Theatre moved to the duMaurier Centre. Since that time, they have experienced financial difficulties resulting from revenue shortfalls and escalating expenditures. The Region of Hamilton Wentworth supports Theatre Aquarius through an annual operating grant of approximately $100,000. The City of Hamilton's share of this grant is approximately 72% . The Board of Education for the City of Hamilton does not provide any grant towards the operation of Theatre Aquarius.

Since January 1, 1992, Theatre Aquarius has outstanding property taxes, including interest and penalty, amounting to $764,000 of which $367,000 is attributed to education. Realty taxes levied for 1995, based on a $400,000 assessment, are $167,000. Of this levy, 48% or $80,000 impacts on current Board revenues .

Property taxes in arrears for three years are subject to registration by the City of Hamilton. One year following registration, the City can initiate action to sell the property for the outstanding tax arrears. To date, the City has not registered the duMaurier Centre property.

At the April meeting of the Operations and Finance Committee, executives from Theatre Aquarius outlined their proposal to seek exemption from municipal taxation through a Private Member's Bill. In order for the process to begin, Theatre Aquarius requires unanimous support of Regional Council, City Council and the Board of Education in this matter.

On May 16, 1995, Regional Council adopted the following recommendations:

a) That the Region of Hamilton-Wentworth support the initiative of Theatre Aquarius to approach the Government of the Province of Ontario for relief from future municipal realty taxes; and

b) That Theatre Aquarius submit to the Region a repayment plan to resolve the current property tax arrears.

At the August 29, 1995 meeting of Hamilton City Council, the following resolution was approved:

(a) That the City of Hamilton support the request of Theatre Aquarius for a Private Members Bill for tax exempt status, on the condition that it apply only for the duration of the Theatre's present mortgage of approximately fifteen (15) years;
and,

(b) That Theatre Aquarius submit to the City Treasurer a plan for repayment to the City of the current tax arrears owing.

ISSUE:

For trustees to accept or reject Theatre Aquarius' request of the Board of Education for the City of Hamilton to support their proposed Private Member's Bill thereby granting tax exemption from municipal property taxation.

RECOMMENDATIONS:

1. That the Board of Education for the City of Hamilton not support the request from Theatre Aquarius for relief from the education portion of the municipal tax arrears, penalties and interest which has accumulated on the property to date.

2. That the Board of Education for the City of Hamilton not support the request of Theatre Aquarius to approach the Government of the Province of Ontario for relief from future municipal realty taxes.

3. That the Board of Education for the City of Hamilton adopt a policy that is focused on the preservation and expansion of the public school assessment base.

RATIONALE

Both the Region and the City have rejected Theatre Aquarius request for relief from outstanding taxes. As a result, Theatre Aquarius has indicated that the Board could limit its consideration to the impact of relief of future taxes only.

Financial Impact Of Relief From Future Taxes *(based on 1995 Total Property Tax of $167,000)*

	Share of Property Taxes			Net $ Share of Revenue Loss
Region of Hamilton-Wentworth	27%	$ 45,090		
City of Hamilton	25%	41,750	$86,840	
Less: City's Share of Operating Grant			(72,500)	$14,340
Board of Education	48%			80,160
Net Impact on Hamilton Ratepayer				$94,500

Should the request for exemption from municipal property taxation, be supported, the combined impact on the Hamilton taxpayer would be approximately $94,500 based on the assumption that grants paid by the Region to Theatre Aquarius would be discontinued. Since the Board cannot offset any of the revenue loss against grants paid to the Theatre, the Board will absorb 85% of the net loss or $80,000 annually.

In addition, the Private Bills Committee of the Legislature has adopted the position that private bills must provide for school board agreement before property taxes for a charitable or non-profit organization's property may be written off for education purposes. As a result, any loss in school taxes will no longer flow from circumstances beyond the school board's control but in fact will be the direct result of a board decision. In order that the financial consequences of such decisions remain with the board, the 1995 grant regulations will be revised such that tax write-offs as a result of private bills passed in 1994 and thereafter will not be eligible for grant recognition under the change in tax revenue grant.

RATIONALE *continued...*

Overall growth in the Hamilton Assessment base has slowed considerably in the last 4 - 5 years to the point whereby over the past two years the assessment base has actually declined by $1.5 million. As the base declines, greater burden is placed on the remaining taxpayers. Support for Theatre Aquarius will reduce approximately $400,000 of assessment from taxation.

In 1993, the Hamilton and District Chamber of Commerce appealed to the Board to limit tax increases. Both social and economic pressures are being translated into business failures and businesses' inability to sustain tax responsibilities. This has become increasingly apparent in the Board's charge back of taxes climbing by 27% to approximately $4 million in 1995.

Trustees have minimized the effects of a declining revenues on local ratepayers by reducing more than $25 million in Board expenditures over the past two years. Should revenues continue to be eroded, further expenditure reductions may be necessary in order to stabilize future mill rate increases.

For the period 1996 to 1998, sharing of publicly traded corporate assessment will be based on enrolment. Special compensation to public boards will be frozen at the 1995 level. These pooling issues combined with mandates from the new Provincial Government will further strain efforts to sustain educational services relying on these revenues.

Presently, the Art Gallery of Hamilton has made successful presentations to both Regional and City Councils for municipal property tax exemption. Total 1995 taxes levied against the Art Gallery property, based on a $914,000 assessment, are approximately $367,000. The Board's share of this tax revenue is estimated at $176,000. Should consideration be extended to both Theatre Aquarius and the Art Gallery of Hamilton by this Board, an additional $261,000 would be added to the 1996 charge back of taxes while $1.3M worth of assessment would be eliminated from public taxation.

It is unknown as to the extent of future requests from charitable or non profit organization for relief from municipal taxation. In an effort to preserve the local assessment base and minimize future requests for tax relief, the development of a Board policy statement that supports a growth philosophy would provide guidance to the ratepayers of the City of Hamilton.

1995 09 12

TO: Chairman and Members
Operations and Finance Committee
Hamilton Board of Education

FROM: Donald W. Goodridge
Director of Education and Secretary

RE Corporate Development Strategy

BACKGROUND:

Since 1993, the Hamilton Board of Education has reduced its budget by more than $26 million, and restructured at all levels of the organization in an effort to respond to declining revenues from the provincial government, and the need to shield local taxpayers from unacceptable tax increases. While these budget reductions were made in a way that would have the least impact on the classroom, they have resulted in the reduction or elimination of programs, services and staff positions.

In response to these financial realities and indications that the trend of declining revenues from the provincial level will continue, the Board has indicated its intent to explore alternate revenue sources and resources (service and material). These revenues and resources would allow the Board to meet the current and emerging needs of students at both the system and school levels.

As a result of these objectives, reports have been presented to the Board of Trustees related to Revenue Generation (Operations and Finance Committee 1995 05 09) Corporate Sponsorship Policy (Operations and Finance 1995 05 09) and Management of Corporate Development (Personnel and Organization Committee 1995 06 12). These reports, along with trustee discussion, have underscored the following issues and strategic considerations:

* the need to consider hiring an outside organization that specializes in fundraising;

* the need for a corporate development plan and policy that establishes long-term strategic directions at the system and school level and provides guidelines for corporate sponsorship and fundraising;

* the need to develop corporate sponsorships that function at the highest level of community expectations for public education, including the delivery of programs and services that support all students across our system.

* the changing nature of corporate giving in terms of strategic philanthropy: contributions from business that meet community needs and business objectives;

* the long-term nature of corporate fundraising, both in terms of the long-term focus of relationships but also in terms of the time and resources required to secure corporate donations in a tough economy;

* concerns about creating a permanent Corporate Development Officer position during a period of downsizing;

* concerns about public relations department workload in terms of the Public Relations Officer managing this function;

* the need to gain input and involvement from employee groups in revenue generation strategies;

* the need to utilize the Board of Education for the City of Hamilton Foundation, which has been incorporated to receive and manage funds and other such donations for the benefit of the Board.

Further, at the June 1995 Meeting of the Board, trustees approved a motion that the Director present a Corporate Development Plan and Policy to the September meeting of Operations and Finance Committee, following the objectives and guidelines listed in the Management of Corporate Development Report presented to the 1995 06 12 Personnel and Organization Committee. Recommendations regarding responsibility for corporate development were referred to the Director for clarification.

OTHER CONSIDERATIONS -- CURRENT STATUS

As a result of further consultation with fundraising experts and contacts with boards involved in corporate development strategies, the following factors have emerged as important considerations in terms of our Board's direction with corporate development:

❑ Fundraising Study

Fundraising experts and corporate development personnel have underlined the importance of a feasibility or fundraising study as the necessary first step for any corporate development plan or campaign. Without information obtained through this kind of study, an organization is ill prepared to plan a fundraising or corporate development campaign that will gain community support. In fact, the Waterloo County Board of Education has recently completed such a study as part of the first stage of a corporate development strategy. According to Waterloo Board personnel, this study provided critical information in terms of strategic direction as well as identifying key prospects.

Fundraising experts also point out that boards of education are different from, let us say, universities or colleges that are able to seek financial support from alumni located, for the most part, outside the immediate community. Boards of education will, in most cases, be seeking support from businesses and individuals within the community. This necessitates a thorough understanding of the nature of the support (if any) which may exist for a fundraising campaign, as well as the kind of support (e.g., planned giving, donations, program sponsorship) that is most likely to be given.

A fundraising study would provide this and other information necessary for the development of a variety of fundraising strategies including: capital campaigns, endowment, planned giving, direct-mail etc. It also begins the process of developing a qualified prospect base and important community contacts.

Specifically, a feasibility or fundraising study provides critical information on the following factors:

* fundraising potential (who, how much, where, how)
* volunteer support (employees, retired employees, others)
* communication strategies and channels (current and new)
* opportunities for alliances with other organizations
* case for support
* organization and administration of the campaign
* timing
* public relations issues/concerns

❑ Stages and Timelines -- Corporate Development Process

Fundraising experts and educational corporate development personnel have outlined a typical scenario for the corporate development process. In brief, the stages and estimated timelines are:

Request for Fundraising Study Proposal/Appointment of Study Committee
--- 6 weeks --

Selection of Fundraising Counsel/Approval by Board
--- 6 weeks --

Fundraising Study Start-up and Implementation
--- 8 to 12 weeks --

Presentation of Fundraising Study Findings and Recommendations (regarding immediate campaign directions and long-term development strategies)
--- 4 to 6 weeks --

Development of Implementation Plan (and Corporate Policy) and Presentation of Implementation Plan
--- 6 to 8 weeks --

Development of Campaign/Staffing of Campaign Co-ordination
--- 12 weeks --

Campaign Launch/Ongoing Campaign and Fundraising Co-ordination

---

TOTAL ESTIMATED TIME FROM START-UP to CAMPAIGN READINESS

42 to 50 weeks (10 months to a year)

❑ **How other boards have managed this function**

Contact with boards that have initiated corporate development plans has revealed that this function is managed in a variety of ways. The Ottawa Board of Education, for example, has a Co-ordinator of Grants and Special Projects as well as a variety of programs supported by business and an extended partnership with the Ottawa Carleton Learning Foundation and the Community Foundation. Such partnerships provide funds for breakfast programs and special projects and programs. The Board also has a well-developed Planned Giving Program (see Appendix A), one of the options which may be recommended as a result of a fundraising study.

The Waterloo Board of Education has had a Grants Officer, since 1992. The Grants Officer is responsible for investigating funding sources at the provincial and federal levels and for liaison with school staff to ensure an organized process for grants applications and securing of support for school and system initiatives. The original establishment of the Grants Officer position with regard to staffing and administrative costs was estimated in the range of $102,000 to $114,000. The appointment to this position was from internal staff.

More recently, as reflected above, the Grants Officer, working with The Waterloo Education Foundation Inc. supervised the process for a fundraising study. The fundraising study, approved by the Board, was conducted by fundraising counsel and the results were used as the basis for a fundraising implementation plan.

Currently, all community and school initiated corporate and foundation fundraising campaigns are co-ordinated through the Grants Officer and the Waterloo Education Foundation Inc.

ISSUE:

To determine trustee support for the initiation of a corporate development plan based on the results of a fundraising study.

RECOMMENDATIONS:

1. That the Board initiate a Request For Proposal for a Fundraising Study.

2. That parameters for the Fundraising Study include: recommendations for a corporate development strategy, implementation plan, corporate development policy (system and school level), and staffing associated with long-term fundraising strategies (this will include examination of linkages with a grants portfolio).

3. That a Fundraising Study Committee, with membership as outlined in Appendix B, be appointed for the purpose of reviewing fundraising proposals and for making recommendations to the Operations and Finance Committee.

4. That recommendations regarding a Fundraising Study, including budget recommendations, be presented to the December 1995 Meeting of the Operations and Finance Committee.

RATIONALE:

Results of a fundraising study will allow the Board to develop a corporate development plan (fundraising strategy) that is suited to the needs, expectations, and economic realities of this community. Without such information, and given a tough economy, the Board could pursue fundraising strategies which are unsuccessful and elicit negative responses from parent, business, staff and community stakeholders.

Creation of a Corporate Development Plan and Policy following the Fundraising Study and the report to Board (December 1995) will allow the Board to develop directions and guidelines that support long-term revenue generations strategies, the best interests of all students in the system and those objectives and guidelines approved by the Board. The Policy will also be designed to provide guidelines appropriate to the Board's strategic directions. Similarly, administrative detail would outline those processes necessary to support these strategies, such as the establishment of a process to review and administer corporate sponsorships, donations etc. at both the school and system level.

Co-ordination of the Fundraising Study, through the Study Committee will provide the knowledge, resources, guidance and understanding of the organization required to support fundraising counsel.

APPENDICES:

Appendix A: Planned Giving Program -- Ottawa Board
Appendix B: Fundraising Study Committee -- Suggested Structure

Appendix "A"

New program allows people to invest in the community of tomorrow — today

Donors to the Planned Giving program help ensure the future success of local students.

Have you ever wished you could financially assist the schools, teachers and communities who have helped you along the way?

Now you can, by making donations to a planned giving program to help ensure the future success of our local schools.

At the same time, you may also enjoy significant income tax benefits.

The Ottawa Board of Education, the Ottawa-Carleton Learning Foundation and the Community Foundation have teamed up to establish the Planned Giving Program.

"Planned giving" is a gift or bequest made after deliberate consideration in consultation with estate planning personnel.

Gifts can come in many different forms — bequests in wills, gifts of life insurance, charitable gift annuities, property, cash, endowments or memorials.

Donors can give to either specific programs, such as the Breakfast Clubs or student retention programs, or to the overall educational programs of the community.

With their gifts, donors will generate financial resources for new or existing educational programs.

In some cases, the value of a donor's gift can multiply. This is particularly true for gifts of charitable life insurance.

By paying relatively small premiums during his or her lifetime, the donor can make a very significant financial contribution to the future of education in this community. Donors receive a tax credit equal to approximately half the premium paid if the charitable donations are over $250.

Proceeds from charitable life insurance are paid directly to the Giving Program, and as they are not part of the estate, they are not subject to probate fees or legal costs. This leaves the estate intact for the family.

All gifts received will be entrusted to the care of the Community Foundation and the capital will be retained in perpetuity. The interest from the capital will be given annually to the schools or programs specified by the donor. The name of the donor remains attached to the gift forever.

Life insurance gifts may be kept confidential and can include a waiver of premiums to ensure the donor's contribution will still be made if a disability occurs.

Premium payments can be structured to meet the needs of the donor and can be made on a monthly basis over a period of years or in a single payment.

By making these and other such gifts, the donor has the satisfaction of knowing that his or her gift will improve the quality of life in the community far beyond his or her lifetime.

For more information on how you can create a legacy of learning, contact the OBE's Co-ordinator of Grants at 239-2359 or Fax 239-2702.

Planned Giving example

Bill, age 38, works for the federal government, and Louise, age 34, is a computer consultant with a rapidly expanding local firm.

Their youngest child, Robert, is disabled. Successfully coping with two careers, raising a family, and giving Robert the special care he required, was a credit to their management skills, and their love and devotion to their family.

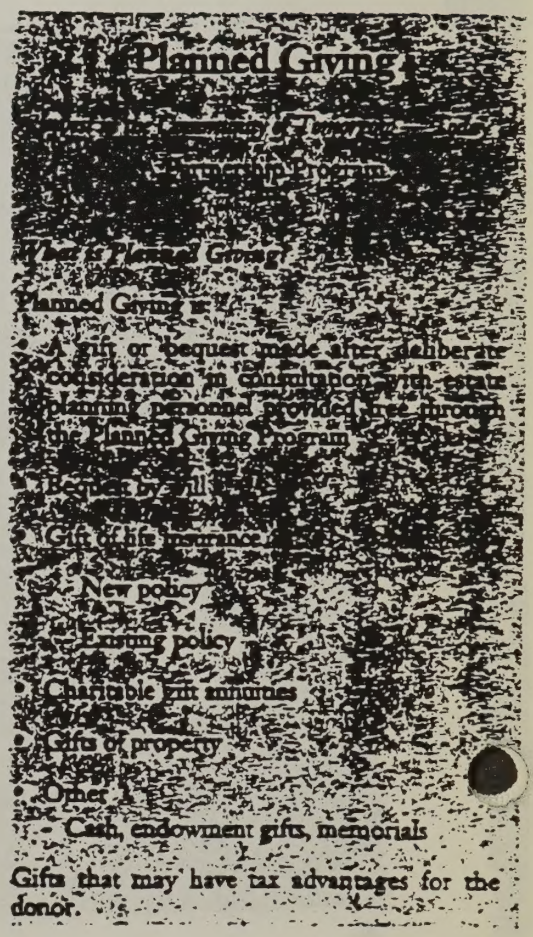
The Ottawa Board of Education's Summer Camp Program for Disadvantaged Students was a major contributor to Robert's development. Bill and Louise wanted to contribute towards the future success of the Summer Camp Program so that other families could be assisted as they had been helped.

Through the Planned Giving Program jointly sponsored by the Ottawa Board of Education, The Learning Foundation and The Community Foundation of Ottawa Carleton, they established the "Bill and Louise Martel Family Fund."

Each year, they made contributions to their Family Fund in an amount they could afford. Over time, they expected to see their fund grow gradually, with the fund's interest paid each year going to the Summer Camp Program.

In addition, they purchased life insurance through the Planned Giving Program to provide a payment of $100,000 to their Family Fund on the death of either one of them.

The policy had an annual premium of $720, of which they received a refund of $358 in the form of a tax credit, leaving their net cost as $362 per year. In this manner, they were certain someday their Family Fund would play a significant role in the future success of the Summer Camp Program.



"Invest in the Community of Tomorrow — Today"

☐ Yes, I am interested in investigating the Planned Giving Program. Please arrange an appointment for me to discuss various planned gifts. (Free of charge.)

☐ Yes, I would like to know more about Planned Giving. Please send me information on:

○ Life Insurance ○ Annuities ○ Wills

Name:_____ Address:_____

City: _____ Province: _____ Postal Code:_____

Telephone (home): _____ Telephone (office): _____

Please return to: Co-ordinator of Grants, Ottawa Board of Education, 330 Gilmour Street, Ottawa, Ontario K2P 0P9

Phone: 239-2359 Fax: 239-2702

Appendix B

Fundraising Study Committee

In most cases, fundraising counsel suggest that a Study Committee be appointed. The mandate of the Committee is to review proposals from fundraising counsel and to make recommendations on the awarding of a fundraising study contract to trustees. After the contract is awarded, the Committee is then responsible for guiding the fundraising study process, providing fundraising counsel with required information on local organizations, employees and other individuals who should be interviewed as part of the Study. This committee sets parameters for the Study and provides ongoing feedback and guidance to the fundraising counsel. It will also review the Study and request required refinements before its presentation to trustees.

Suggested Committee Structure

- The Chairman (or designate)
- three trustees (appointed by the Chairman)
- Director of Education
- Public Relations Officer
- one representative from Hamilton Principals' Association
- one representative from Hamilton Secondary School Principals' Council

1995 09 12

TO: The Chairman and Members
Operations and Finance Committee

FROM: Paul Shewfelt
Superintendent of Financial Services and Treasurer

RE: **REDUCTION IN PROVINCIAL FUNDING**

Background

On July 21, 1995 the Premier of Ontario made an announcement in regards to the province's financial affairs. He indicated "The fiscal situation is not good. In fact it is critical. My colleague, the Minister of Finance, will detail the steps we are taking to put this right for the remaining eight months of this fiscal year."

Mr. Eves, the Minister of Finance, then proceeded to give a fiscal overview and to outline the province's spending reductions. Refer to Exhibits 1 and 2 which provide an overview of the current fiscal year reductions for Operating and Capital Spending Reductions. The Minister of Finance also indicated "Payments to boards of education will be reduced by $32 million in 1995-1996. This savings is to be achieved by reducing costs outside the classroom". He also indicated that this Fall he will present to the Legislature an Economic and Fiscal Statement for 1995-1996.

On the same day, we received a memorandum from Mr. Snobelen, the Minister of Education and Training, regarding the "in-year reductions" to operating grants to school boards as well as an overview of plans for funding changes to the Canada Ontario Infrastructure Works Program.

Issues

Operating Grants

The Minister advised that

> Basic per pupil operating grants to school boards will be reduced by $32 million, or about one percent, on an annual basis. In recognition that this reduction is being introduced late into the school boards' fiscal year ending in December 1995, the ceilings on recognized ordinary expenditure per pupil (or grant ceilings) for both the elementary and secondary panels will be reduced by $8 per pupil for 1995, with a further reduction of $8 per pupil in 1996. Cash flow installments to school boards for the balance of this year, beginning with the September payments, will be adjusted to reflect this funding reduction.

		Elementary	Secondary
For 1995, the grant ceilings will be reduced	from	$4184	$5116
	to	$4176	$5108
For 1996, the grant ceilings will be reduced	to	$4168	$5100

Effective January 1, 1995 the reduction in basic operating grants for 1995 will be $290,000.

If all current data used for the 1995 calculations remain intact for 1996, it is projected that an additional reduction of $290,000 will be experienced in 1996.

/2

Issues con't.....

Canada Ontario Infrastructure Works Program

The Minister further indicated

> "I am also pleased to confirm the government's commitment to the Canada Ontario Infrastructure Works program. We will continue to meet our commitments under the program, and total provincial funding will remain unchanged. Today's economic statement shows a $73 million deferral in COIW funding to reflect the federal government's plan to extend the program from three to five years. We are working to renegotiate the terms of our legal agreement with the federal government and I am hopeful that we can quickly reach consensus on new terms which will accommodate provincial and local objectives."

As of this date, we have not received any official notification, from the Provincial or Federal Governments, of the impact of deferral upon the projects for which we have received approved allocations. Refer to Exhibit 3.

Recommendation

That the Ministry of Education and Training announcement regarding the reduction in operating grants and the funding changes to the Canada Ontario Infrastructure Works Program be received for information.

Rationale

Due to the timing of this announcement regarding the reduction in provincial funding, Senior Management has begun the process of considering possible remedial measures for 1995.

EXHIBIT 1

1995-96 MINISTRY OPERATING SPENDING REDUCTION TARGETS		TABLE 5
		$ Million
MINISTRIES	Agriculture, Food and Rural Affairs	13
	Attorney General	4
	Citizenship, Culture and Recreation (Includes Tourism)	25
	Community and Social Services	161
	Consumer and Commercial Relations	8
	Economic Development, Trade and Tourism (excludes Tourism)	9
	Education and Training	80
	Environment and Energy	15
	Executive Offices*	1
	Finance	19
	Francophone Affairs, Office of	**
	Health (administrative savings)	111
	Intergovernmental Affairs	**
	Labour	9
	Management Board Secretariat	31
	Municipal Affairs and Housing	25
	Native Affairs Secretariat	1
	Natural Resources	30
	Northern Development and Mines	4
	Solicitor General and Correctional Services	10
	Transportation	47
	Women's Issues, Office Responsible for	1
	Contingency Reserve on $500M Target	(100)
TOTAL		500

* Includes Office of the Lieutenant Governor, Office of the Premier and Cabinet Office.

** Office of Francophone Affairs $0.2M and Intergovernmental Affairs $0.4M

Note: Although the assigned targets to ministries total $600 million, the fiscal plan uses a more prudent assumption of $500 million in savings. Numbers may not add due to rounding.

EXHIBIT 2

1995-96 MINISTRY CAPITAL SPENDING REDUCTION TARGETS		TABLE 6
		$ Million
MINISTRIES	Agriculture, Food and Rural Affairs	1
	Attorney General	**
	Citizenship, Culture and Recreation (includes Tourism)	4
	Community and Social Services	6
	Economic Development, Trade and Tourism (excludes Tourism)	5
	Education and Training	40
	Environment and Energy	32
	Health	21
	Management Board Secretariat	34
	Municipal Affairs and Housing	6
	Native Affairs Secretariat	2
	Natural Resources	5
	Northern Development and Mines	18
	Solicitor General and Correctional Services	**
	Transportation	12*
TOTAL		187

* See Table 4 for other Transportation reductions.

** Attorney General $0.4M and Solicitor General and Correctional Services $0.4M.

The Board of Education for the City of Hamilton
Canada -Ontario Infrastructure Works Program Projects

	C.O.I.W. Approved Allocation			Total Funding - Phase 1		
	Phase 1 1994	Phase 2 1995	Phase 3 1996	Federal 33.3%	Provincial 27.8%	Local 38.9%
Roof Replacement						
Buchanan Park	145,000			48,333	40,277	56,390
Westmount Ph 2	300,000			100,000	83,333	116,667
Holbrook	180,000			60,000	50,000	70,000
Richard Beasley	360,000			120,000	100,000	140,000
G.L. Armstrong		120,000				
Woodward		120,000				
Franklin Road		220,000				
Glendale			300,000			
King George		300,000				
Parkview			120,000			
Hill Park Ph 1			210,000			
Interior Renovations						
Glendale		1,550,000				
Boiler Replacement						
Chedoke	130,000			43,333	36,111	50,556
Memorial	130,000			43,333	36,111	50,556
Totals	1,245,000	2,310,000	630,000	414,999	345,832	484,169

Note: Funding for the capital projects is based on the lesser of actual costs incurred or maximum amount approved.

INFRASTR.XLS
1/4/95

EXHIBIT 3

To: The Chairman and Members of the
Operations and Finance Committee
1995 09 12

From: Paul E. Shewfelt, Superintendent of Financial Services and Treasurer
Patricia Gillie, Superintendent, Administrative and Operational Services

Prepared By: Irene Polidori, Manager, Financial Services

Re: Energy Consortium

Report: Information

Background :

Under the leadership of the Hamilton Board of Education, ten school boards across central and southwestern Ontario combined to form an energy consortium to purchase the natural gas used for heating directly from the supplier. During the period April 1988 to October 1993, this consortium in total saved approximately $4,454,000. The Hamilton Board of Education's share of this savings was approximately $1,370,000.

During 1995, the Superintendent of Financial Services and Treasurer and the Superintendent of Administrative and Operational Services reviewed with Senior Officials the reactivation of the energy consortium as a potential means of expenditure reduction.

The Hamilton Board took the initiative and contacted the nine other boards originally involved to determine the feasibility of this endevour. From the meetings held with the other boards, consultants specializing in direct purchase of natural gas and the administrator for direct purchase from Union Gas, it was determined that savings would be available for the group by reactivating the energy consortium. Another school board entered the consortium, bringing the total to eleven boards. With the Hamilton Board repeating its role as agent for the consortium, a core group of boards evaluated tenders with the assistance of a consultant, a lawyer specializing in direct purchase and the Hamilton Board's own law firm.

Due to the timeline constraint of Union Gas for a July 1, 1995 start date, the supplier had to be chosen and a contract had to be in put in place quickly. As late as June 28, contracts were being drawn. The Director and the Chairman of the Board on behalf of the consortium, signed a one year contract starting July 1, 1995 for the direct purchase of natural gas, on June 30.

Although savings of the magnitude originally earned are not expected, primarily because of increased exports to the United States, the eleven boards participating in the consortium estimate a savings of approximately $500,000 for the one year period. We are pleased to report that it is anticipated our share of this savings will be approximately $125,000.

Issue:

To inform the Board of the successful reactivation of the energy consortium as a means of expenditure reduction. We anticipate the continuation of the energy consortium until it is no longer economically feasible.

Recommendation:

That this report be received for information.

Appendix:

Appendix A: Boards Participating In The Energy Consortium

APPENDIX A

BOARDS PARTICIPATING IN THE ENERGY CONSORTIUM:

Grey County Board of Education
Haldimand Board of Education
Halton Board of Education
Halton Roman Catholic Separate School Board
Hamilton Board of Education
Hamilton-Wentworth Roman Catholic Separate School Board
Huron County Board of Education
Perth County Board of Education
Wellington County Board of Education
Wellington County Roman Catholic Separate School Board
Wentworth County Board of Education

To: The Chairman and Members of
Operations and Finance Committee
1995-09-12

From: Paul E. Shewfelt, Superintendent of Financial Services and Treasurer

Prepared By: Irene Polidori, Manager, Financial Services

Re: Interim Financial Status Report - July 31, 1995

Report: Information

Background:

The Interim Financial Status Report for the seven month period ended July 31, 1995 is prepared using a modified cash basis. This method of reporting records expenditures and revenues as they are paid or received. Commitments are included in the expenditures.

At the November 1994 Operations and Finance Committee, the presentation method for this report was to be amended in 1995 to follow the Resource Management Strategy adopted by the Board for the 1995 budget. Accordingly, the presentation is by Superintendency and in the format of Remuneration, Fixed and Variable Expenses.

Issue:

To review the financial status of the Board of Education for the City of Hamilton for the seven month period ended July 31, 1995, using the modified cash basis.

Recommendation:

That the report be received for information.

Attachment:

The interim status report for July 31, 1995.

The Board of Educa[illegible]or the City of Hamilton
Interim Financial Status Report - Modified Cash Basis
For the Seven Month Period Ended July 31, 1995

EXPENDITURES	Director & Secretary	Program Serv.	S.O.S.	FLS	Admin. & Op. Services	Human Resources	Financial Services	Total
Remuneration								
Salaries & Wages	$ 348,593	5,675,662	101,039,673	1,573,311	1,616,055	4,282,703	1,019,136	115,555,133
Employee Benefits	0	0	0	0	0	13,382,668	0	13,382,668
Actuals	348,593	5,675,662	101,039,673	1,573,311	1,616,055	17,665,371	1,019,136	128,937,801
Budget	692,916	9,523,072	170,252,109	2,683,921	2,787,806	30,388,676	1,836,888	218,165,388
Fixed								
Energy	0	0	0	0	3,196,353	0	0	3,196,353
Debt Charges	0	0	0	0	0	0	1,840,260	1,840,260
Rentals - Computer Equipment	0	0	0	0	1,442,608	0	0	1,442,608
Fees & Contractuals	0	59,332	0	26,528	0	0	3,763,654	3,849,514
Tuition Fees	0	0	0	71,327	0	0	2,588,571	2,659,898
Charge Back of Taxes	0	0	0	0	0	0	2,318,510	2,318,510
Actuals	0	59,332	0	97,855	4,638,961	0	10,510,995	15,307,143
Budget	0	75,000	0	259,917	8,345,000	0	17,570,612	26,250,529
Variable								
Consumables								
Travel Expense	13,398	38,441	63,925	1,580	11,546	13,068	3,149	145,107
Personnel Training	12,193	18,232	29,057	2,264	7,928	27,591	4,002	101,267
Bursaries & Student Aid	0	55,041	0	0	0	0	0	55,041
Books, Films & Software	961	50,477	169,420	4,553	24,131	6,674	3,060	259,276
Supplies & Services	60,160	335,387	1,774,901	60,299	1,089,781	173,719	81,209	3,575,456
Other Expense	99,904	108,561	5,310	2,594	2,152	3,992	640,655	863,168
	186,616	606,139	2,042,613	71,290	1,135,538	225,044	732,075	4,999,315
Contractuals								
Rentals - Other	465	16,828	2,203	1,735	12,016	5,830	0	39,077
Fees & Contractuals - Other	9,732	16,880	0	2,250	61,783	74,671	36,616	201,932
	10,197	33,708	2,203	3,985	73,799	80,501	36,616	241,009
Capital								
Repairs, Bldgs. & Grounds	0	0	294	0	1,478,327	0	0	1,478,621
New/Repl. Equipment	2,113	23,969	11,045	0	9,446	2,828	2,060	51,461
Capital from Current	0	0	90,428	0	429,187	0	0	519,615
Permanent Improvements	0	0	26,417	0	42,743	0	196,817	265,977
	2,113	23,969	128,184	0	1,959,703	2,828	198,877	2,315,674
Other								
Working Capital	0	0	0	0	0	0	0	0
Transfer to Reserves	0	0	0	0	0	0	0	0
Prov. - Refund of Taxes	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0
Sub-total Variable	198,926	663,816	2,173,000	75,275	3,169,040	308,373	967,568	7,555,998
Variable Budget	340,399	1,386,378	5,331,258	212,838	6,403,785	754,911	819,028	15,248,597
TOTAL 1995 ACTUALS	$ 547,519	6,398,810	103,212,673	1,746,441	9,424,056	17,973,744	12,497,699	151,800,942
TOTAL 1995 BUDGET	$ 1,033,315	10,984,450	175,583,367	3,156,676	17,536,591	31,143,587	20,226,528	259,664,514

The Board of Education for the City of Hamilton
Interim Financial Status Report - Modified Cash Basis
For the Seven Month Period Ended July 31, 1995

REVENUES	Actual	1995 Budget
Local Taxation		
Municipal Levy	90,950,320	157,070,973
Supplementary Taxes, Telephone and Telegraph Receipts, Payments in Lieu, (Deficit)	1,358,156	6,551,413
	92,308,476	163,622,386
Government of Ontario		
Provincial Grants	47,384,154	77,173,513
Other Provincial Revenue	923,494	1,654,442
	48,307,648	78,827,955
Other		
Tuition Fees	8,418,121	13,913,702
Transfers to Reserves	0	1,695,000
Other Revenue	475,707	1,605,471
	8,893,828	17,214,173
TOTAL	149,509,952	259,664,514

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FUND MANAGEMENT SUMMARY (000'S)
JULY 31, 1995

	1995	1994
SHORT TERM INVESTMENTS AS AT JULY 31:		
Revenue Fund	$ -	$9,849
Mill Rate Stabilization Reserve	-	1,460
Restructuring Reserve Fund	-	196
Integrated Information System Reserve Fund	-	307
Capital Reserves	-	1,203
Capital Funds	-	8
Retirement Gratuity Reserve	2,038	5,231
TOTAL PORTFOLIO	$2,038	$18,254
INTEREST EARNINGS:		
Revenue Fund	$26	$81
Mill Rate Stabilization Reserve	46	111
Restructuring Reserve Fund	7	5
Integrated Information System Reserve Fund	9	7
Capital Reserves and Capital Funds	50	30
Retirement Gratuity Reserve	188	176
TOTAL PORTFOLIO INTEREST EARNED FOR SEVEN MONTHS	$326	$410
BORROWING SUMMARY:		
Total Internal Borrowings	$22,251	$31,738
Total Internal Repayments	18,588	31,738
Total External Borrowings	17,565	10,899
Total External Repayments	14,565	10,899
BALANCE AS AT JULY 31	$6,663	$0
INTEREST EXPENSE FOR SEVEN MONTHS:		
Internal Borrowings	$296	$28
External Borrowings	324	9
	$620	$37
BANK INTEREST EARNED FOR SEVEN MONTHS:	$1	$19

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
JULY 31, 1995

CAPITAL RESERVES (000'S)

	Budget 1995	Actual 1995 07 31	Actual 1994 07 31
Opening Balance	$883	$883	$1,175
Revenues			
Interest Earned	64	50	30
Property Rentals	56	-	-
Site Sales	-	-	-
Capital Grants	-	-	-
	1,003	933	1,205
Expenditures			
Capital Projects	-	-	-
Transfer to Revenue Fund	-	-	-
	-	-	-
Closing Balance	$1,385	$933	$1,205

RETIREMENT GRATUITY RESERVES (000'S)

	Budget 1995	Actual 1995 07 31	Actual 1994 07 31
Opening Balance	$4,853	$4,853	$6,290
Revenues			
Transfer from Revenue Fund	1,620	-	1,573
Interest Earned	316	188	176
	6,789	5,041	8,039
Expenditures			
Gratuities Paid	3,000	2,239	2,835
Closing Balance	$3,789	$2,802	$5,204

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
CONTINUITY SCHEDULE FOR RESERVE FUNDS
JULY 31, 1995

MILL RATE STABILIZATION RESERVE (000'S)

	Budget 1995	Actual 1995 07 31	Actual 1994 07 31
Opening Balance	$1,493	$1,493	$5,879
Revenues			
Interest Earned	108	46	111
	$1,601	$1,539	$5,990
Transfer to Revenue Fund	1,495	-	4,529
Closing Balance	$106	$1,539	$1,461

RESTRUCTURING RESERVE (000"S)

	Budget 1995	Actual 1995 07 31	Actual 1994 07 31
Opening Balance	$201	$201	$191
Revenues			
Interest Earned	14	7	5
Closing Balance	$215	$208	$196

INTEGRATED INFORMATION SYSTEM RESERVE (000's)

	Budget 1995	Actual 1995 07 31	Actual 1994 07 31
Opening Balance	$214	$214	$300
Revenues			
Interest Earned	15	9	7
	$229	$223	$307
Transfer to Revenue Fund	200	-	-
Closing Balance	$29	$223	$307

To: The Chairman and Members of
Operations and Finance Committee
1995 09 12

From: Paul E. Shewfelt, Superintendent of Financial Services and Treasurer

Prepared By: Irene Polidori, Manager, Financial Services

Re: Increase in Line of Credit

Report: Decision

Background :

The line of credit was established in order to temporarily finance the day-to-day operations of the Board as well as to provide bridge financing for capital projects until long-term financing for the projects is in place. In May 1989 and March 1990, the Board approved two reports on the line of credit, including one establishing the credit line of $15,000,000. In April 1995, the Board received information concerning the use of bankers' acceptances and promissory notes as a less expensive means of temporary financing.

The line of credit in place with the Board's financial institution, the Canadian Imperial Bank of Commerce, allows for the use of bankers' acceptances and overdraft protection, in any combination, up to the amount of the line of credit.

During the past year, we have had an increase in the use of our line of credit. This arose from:

- decreased reserves which have lessened our ability to borrow internally
- several large renovation projects were undertaken for which debentures have not been issued to date by the Region
- decreased cash flow from the Ministry
- salary payment schedule change for a large group of employees

In June and July 1995, the Board experienced a significant cash outflow. Coupled with vendor payments, the large bimonthly and monthly payroll expenditures in June for salary and source deductions (union dues, government remittances, benefit payments), resulted in the Board ending the month with approximately $10 million in bankers' acceptances and bank overdraft. By mid-month July, the payment of source deductions brought this amount to almost $16 million. At that time, two additional pays and source deduction payments brought this number to $17 million. By the time the grant was received from the Ministry, the gratuity and severance payments brought this figure to $19 million. By month end, the levy payment was received from the City and the credit line usage dropped to $3 million. However, during July the Board had exceeded its $15 million credit line for approximately seven days.

In late June and in July, we had discussions with our bank indicating there was the potential of exceeding the credit limit for a short period of time. The bank was prepared to increase our credit limit to $20 million and wait until September for Board approval. As there may be the possibility of the bank not honouring our vendor and payroll cheques if credit line increase was not in place, we entered into this agreement with the bank.

For the balance of the year, we anticipate the use of the line of credit will continue and that we will be within the $20 million credit line limit. The use of the credit line will decrease in frequency and amount when we receive the proceeds on the debenture issues from the Region.

Issue :
To be in a position to address these cash flow requirements, as well as those that occurred during the summer months, it is recommended that the Board approve the increase to its line of credit with the Canadian Imperial Bank of Commerce to $20 million retroactive to July 1, 1995.

We will continue to report the costs of internal and external borrowings on the Interim Financial Status Report.

Recommendation :
That the Chairman of the Board and the Superintendent of Financial Services and Treasurer be authorized to establish a line of credit of $20,000,000 with the Canadian Imperial Bank of Commerce, retroactive to July 1, 1995.

1995 09 12

To the Chairman and Members
Operations and Finance Committee
Hamilton Board of Education

FROM: D. W. Goodridge, Director of Education and Secretary

RE: HAMILTON BOARD OF EDUCATION - MAJOR INITIATIVES 1995/96/97

REPORT CLASSIFICATION: Decision

BACKGROUND

Throughout the past school year, Senior Management has reviewed, considered, examined, discussed the many and varied issues facing our system. The six areas of focus that command our collective attention and energies were shared with the members at the Resource Management Workshop on 1995 06 28. This report formally identifies these areas of focus as Major Initiatives for the next three years.

ISSUE

To present the Major Initiatives of the Hamilton Board of Education for the three year period commencing September, 1995.

RECOMMENDATIONS

1. That the following Major Initiatives for 1995, 1996 and 1997 be endorsed by the trustees:
   - Accountability
   - Common Curriculum
   - Parent/Community Involvement
   - Resource Management
   - Safe Schools
   - Technological Systems

2. That a report on the implementation of these initiatives be presented on an annual basis.

RATIONALE

ACCOUNTABILITY

While accountability is an ongoing factor in every aspect of our operation, the three following areas are highlighted as initiatives that are prominent for both the public and staff:

. Testing - System and Ministry of Education and Training

The focus is on student performance and the measuring and monitoring of that performance, e.g. Grade 12 English; CAT Test Scores; school action plans to improve, particularly in the Mathematics and Language areas.

. Performance Appraisal

With the adoption of the Performance Appraisal System in June, 1995, implementation plans will begin in the Fall, 1995 e.g. in-service of new procedures for all supervisors, awareness sessions for employees, field testing conducted in 1995 with full implementation in 1996.

.School Planning and Decision-Making
Decision-making structures, which include staff participation, are under on-going modification in order to develop and implement the many initiatives.

▪COMMON CURRICULUM
The "Outcome-based Curriculum" is ready for implementation and will focus on standards, assessment and evaluation and reporting; teacher in-service/teaching materials for Math Manipulative.

▪PARENT/COMMUNITY INVOLVEMENT
School plans to involve parents and the community at all levels are unfolding, e.g. communication, collaboration and support; education for parents and the community; home support for school programs; support in classrooms; school councils. In-service sessions will be held for administrators, teachers and School Council members.

▪RESOURCE MANAGEMENT
There are six critical areas as follows:

.Transition Years
Results of the Middle School Review will be available in September, 1995; Grade 9 Organization (Transition Years) is moving towards full implementation for the school year 1996-97. Middle Schools and Secondary Schools will need to work together to co-ordinate the program and continued in-service will be required to support the changes.

.Magnet Schools
Following school proposals for the development of a system plan in the Fall of 1995, schools will have to June, 1996 to develop their magnet program(s); with in-service provided to support these changes, full implementation is expected for the school year 1996-97.

.Special Education
The development of a Learning Centre and the integration of special education students throughout the 1995-96 school year; with in-service to support the changes, full implementation is expected in 1996-97.

.Adult/Continuing Education
Re-organization and planning will take place over the 1995-96 school year with the goal for implementation 1996-97.

.Teacher Training
Planning for a two-year teaching/training model will take place throughout 1995-96; the goal for implementation is 1996-97.

.Restructuring/Budget Reductions
School plans effected to deal with changes to lunch and bus supervision.

▪*SAFE SCHOOLS*

With the adoption of the Safe Schools Report in January, 1995, the following features will continue to be focused:

.School Discipline Committee
.Social Skills Program
.Peer Mediation / Problem-Solving Program
.established Policies and Procedures
.the review of the reporting mechanisms, e.g. incident tracking

▪*TECHNOLOGICAL SYSTEMS*

With the Employee Information System, Student Information System, Financial Information System and the SEMS on line for 1995-96, in-service for all users is planned. Consolidation and co-ordination of this system is targeted for 1996-97.

1995 09 12

MEMO TO: **Chairman and Members**
Operations and Finance Committee
Hamilton Board of Education

FROM: **Merv Matier and Stew Thompson**
Assistant Superintendents of Schools

RE: ***Policy for Parent/Community Involvement***

REPORT CLASSIFICATION: **For Decision**

Background:

1. The Board of Education for the City of Hamilton has a tradition of partnerships with parents through the Hamilton Council of Home and School Associations and numerous other parent/community groups.

   This relationship has fostered and promoted open two-way communication, consultation and input into the development of several board/school policies and procedures.

2. The practice of involving parents in schools is strongly supported by the following documents:
   - In 1993, the **Retention Report Action Plan** was presented to the Program Committee. This report had a strong emphasis on parental involvement.
   - The **Symposium for School Leaders** considered the issue of effective parent/community involvement in schools.
   - The report of the **Ontario Parent Council** discussed the establishment of School Parent Councils. Their recommendations were an attempt to ensure equity of access and consistency of approach for parents across Ontario.
   - In 1993, the **Ministry of Education and Training** published a policy document on **Antiracism and Ethnocultural Equity in School Boards**. One identified area for policy development and implementation is school/community partnership.
   - In June, 1994, the **Hamilton Elementary Principals' Association** prepared a Position Paper on **The Changing Nature of the Principalship.** The **Hamilton Secondary School Principals' Council** also prepared a Position Paper for **Parent and Community Involvement.** Both reports support the concept of involving parents and community in our schools.
   - In May, 1994, the **Hamilton Council of Home and School Associations** prepared a report titled **A Model of Parental Involvement in Ontario.**
   - In October, 1994, the **Hamilton Board of Education** approved a **Public Relations Policy.** This stated that Public Relations programs will be *"founded on the understanding that parent and community involvement and partnership is essential to the success of our students, organization and operations."*
   - In November, 1994, the **Hamilton Board of Education** report entitled **Parents and Community as Effective Partners** was approved which established a plan for the development of effective parent/community involvement in our schools.
   - In the spring of 1995, the **Royal Commission on Learning** published the report **For the Love of Learning** which recommended in recommendation 108 that the Ministry of Education and Training mandate that each school in Ontario establish a school-community council.
   - In April, 1995, the **Ministry of Education and Training** in Policy/Program Memorandum No. 122 mandated that school boards develop policies that direct schools to begin the establishment of school councils in September of 1995, and to ensure that a school council is in place in all schools by June, 1996.

...2

Issue:

To establish a **Board Policy for Parent/Community Involvement** to support the development and implementation of effective parent and community involvement in our schools.

Recommendations:

1. That the following statement be approved as the **Policy for Parent/Community Involvement:**

> ***All schools will develop and implement a systematic, multi-leveled plan including School Councils that will effectively and efficiently involve parents and community.***

2. That the attached action plan for development of this initiative be approved.

3. That a comprehensive report detailing the various possible levels of parent and community involvement, including the formation of Schools Councils be brought to the Board for approval in December, 1995.

Rationale:

1. Research clearly indicates that schools achieve the positive benefits of effective parent and community involvement through a variety of structures and strategies which contain a definite set of *"vital ingredients"* or processes, and which focus on students, parents and community members.

2. The successful development and implementation of the **Policy for Parent/Community Involvement** requires an organized, systematic approach. The Action Plan describes a process for the input of all stakeholders, including Trustees, throughout the development of the initiative and enables those involved to identify and practice the new knowledge, skills and attitudes required to carry out their roles in a manageable way.

   It is important to note, this initiative is inclusive of existing parent organizations. Schools can adapt existing parent/community associations or committees so that they conform to the requirements set out in Policy Memorandum 122 or, in the case where no parent group exists, they can establish entirely new organizations as the School Council.

3. The December comprehensive report allows Trustees to review the plan before implementation.

mb/Attachment

Appendix 1

Establishing a *Parent/Community as Effective Partners* Committee

As indicated in the action plan, each school will establish a "Parent/Community as Effective Partners Committee" (PCEP Committee) during the 1995-1996 school year. At an open parent meeting, the principal will request participation on the PCEP Committee. It is suggested that the committee be composed of the principal, a staff member, a student (in the case of secondary schools–middle schools, optional) and parents of students in the school. The parent representatives of the PCEP Committee must be elected by the parent body. It is suggested that the committee remain small to facilitate planning. Seven in total is suggested as an optimum number with parents having majority representation.

Each school community through the PCEP Committee should investigate and evaluate different models of School Councils within the framework of Policy Memorandum 122. The committee will recommend appropriate models for the School Council for consideration. It is expected that parents and school personnel will select, through democratic process, an appropriate model.

The PCEP Committee 's mandate will end once a school council is established. School Councils will be responsible for coordinating parent/community involvement in the schools. The PCEP Committee could become a sub-committee of the School Council, or members could serve on other sub-committees of the Council.

- Common to all models will be the requirement to obtain parental approval of the model by democratic means.
- A public meeting open to all parents will be called in order to elect the parent representatives to the School Council.
- Members of a school council shall include, but not be limited to:
  - parents and guardians of students enrolled in the school;
  - community representatives;
  - a student (mandatory in secondary schools; in elementary schools, at the discretion of the principal);
  - the school principal;
  - a teacher;
  - a non-teaching staff member.
- Parents and guardians shall form the majority of the council. It is expected that the membership of the council will reflect the diversity of the school community.
- All schools will be reviewing the current level of Parent/Community Involvement. It is understood that schools will be at varying stages of development in the 5 levels.

Suggested Models

Model 1

Where there is an existing Home and School Association or parent group, both will continue to exist with strong lines of communication established between the two groups. This ensures that the School Council will be small enough to manage the mandate as set out by the Ministry, yet it will also be inclusive and encourage a greater range of parental involvement through building on existing structures.

Model 2

The existing Home and School or parent group (especially if they are small) may choose to integrate their functions. Members of the School Council could retain their membership with the existing Home and School or Parent Groups.

Model 3

Where there is no existing Home and School or parent group, the PCEP Committee will need to begin a developmental process as outlined in the resource documents.

Resources

The Hamilton Board of Education Resource Documents will be available for validation in the fall. The School Council Handbook from the Ministry should be available in the fall.

Both will assist School Councils in establishing:

Introduction:

- Reasons for establishing School Councils
- Purpose of the handbook

Getting Started:

- Where to begin
- Membership Issues
- Elections
- Appointments
- Initial activities of the Council

Maintaining and Sustaining the School Council:

- Constitution
- Meetings
- Legal issues
- Training
- Sustaining Interest
- Communication

Parents/Community as Effective Partners

ACTION PLANNER

What needs to be done? (Areas of Focus/Emphasis)	What are the intended outcomes?	How will we know we have achieved the outcomes? (Indicators)	How will we do it? (Strategies)	Resources (Human & Material)	Who's responsible?	Timeline
Begin the P.C.E.P. initiative.	• Administrators understand and support the P.C.E.P. initiative.	• Administrators demonstrate support for the initiative. • Administrators volunteer to serve on focus groups	• Awareness sessions conducted through Administrative Structures which address: * research (benefits) * legislation/policies * action plan * development of resource documents	• Steering Committee • Literature Search (Library) * 10 articles * research journal (OISE/94) * Text (Involving Parents/92)	Steering Committee: *(formed in Sept./94)* *Merv Matier* *Jim McCaughey* *Stew Thompson* *Judith Bishop* * *Marlene Gibson* * * joined May/95	Jan.95
Development of Resource Documents.	• Resource documents are developed to assist schools establish effective parent/ community involvement at five levels: Level 1: Communication/ Support Level 2: Parent Education Level 3: Home Support Level 4: Classroom Support Level 5: School Councils	• Administrators receive resource documents with appropriate in-service at Administrators meetings.	• Establish 5 working groups with clear mandate & resources in order to produce the five resource documents which address: * mandate * membership * role/responsibilities * in-service training * operational guidelines * accountability as illustrated through review process.	• Literature • Administrators • Parents • Community/Agencies • Home & School • Program Department • Assistant Superintendents of Schools • Staff Development • Public Relations • Trustees	• Five Working Group Chairs • Steering Committee	Jan.95--Levels 1 - 4 ready June/95 Inservice in the Fall/95
Development and Implementation of Leadership Renewal Module "Political Management" to contain P.C.E.P. initiative.	• Administrators receive in-service training on managing effective parent community involvement in their school.	• Administrators participate in Leadership Renewal Module. • Evidence of growth is tracked through: (a) growth plan (b) Manager's Letter • Improved P.C.E.P. initiatives in school.	• Staff Development will incorporate P.C.E.P. initiatives in the development of the Political Management Module (Leadership Renewal series)	• Five Working groups • Steering Committee • Literature • Writing Team & Module leaders	• Staff Development	July 95/ Oct.95
Initial Policy taken to Board outlining plans.	• Trustees approve Initial Policy.	• Initial Policy is approved.	• Steering Committee writes Initial Policy outlining the development proposal.	• Steeering Committee • P.M. 122	• Steering Committee	Sept.95
Validation of Resource Documents, 1 - 5.	• Resource documents are validated by all stakeholder groups. • Knowledge of resources.	• Resource documents have been validated by stakeholder groups. • Through review of Manager's Letters & School Plans, P.C.E.P. initiatives are identified for inclusion in 1995/96 school plans.	• In-service/validation provided through regularly scheduled Administrators' Meetings. • Validation provided through Home & School meetings, parent group meetings, meetings with Federations, Trustees, Principal Associations, etc.	• Five working groups • Steering Committee • Planning Committee • Resource Documents	• Five Working groups • Steering Committee • Mountain & Lower City Admin. Structures Chairs	Sept.95/ Dec.95

Parents/Community as Effective Partners

ACTION PLANNER

What needs to be done? (Areas of Focus/Emphasis)	What are the intended outcomes?	How will we know we have achieved the outcomes? (Indicators)	How will we do it? (Strategies)	Resources (Human & Material)	Who's responsible?	Timeline
Needs Assessment	• In-service (process/ operational) understood by administrators. • Schools/community identify areas of strength & areas for increased involvement.	• Needs Assessments conducted in schools. • Areas of strength/ improvement are identified in each school.	• Schools establish a committee which includes parent representation to plan the P.C.E.P. initiative. • Schools conduct needs assessment. • Provide in-service (sample process/ operational) at Administrators' Meeting.	• Steering Committee • Principals/Vice-Principals • School Planning Committee • Admin. Structures Chairs • Working Group Resource Documents	• Steering Committee • Admin. Structures • Principals/Vice-Principals	Sept.95/ June 96
Finalized (detailed) Policy taken to Board for approval	• Detailed policy for PCEP is approved.	• Policy receives approval	• Following validation of all resource documents, Steering Committee writes detailed policy for Board approval. • Policy for PCEP is taken to Board	• Steering Committee • Five Working Groups	• Steering Committee	Dec.95
Level 5: School Councils	• A School Council is in place by June/96	• School Councils are in place in all schools.	• Inservice (process/operational) is provided for administrators to develop a School Council. • Additional support is provided to PCEP Planning Teams/administrators as required.	• Steering Committee • Five Working Groups • Ministry Resource Book • Program Dept. Team Leaders • Staff Development	• Steering Committee	Jan.96 /June 96
School Plans address Levels 1-5 of P.C.E.P. initiatives.	• Increased parental/ community involvement in schools.	• School plans identify P.C.E.P. initiatives. • Review data verifies increased parent/ community involvement in schools and the formation of School Councils in each school.	• School planning process • Tracked through Manager's Letter. • School review process measures growth in identified areas. • S.O.S./A.S.O.S. collate system data through review of Manager's Letter/ School Plan.	• School Administrators & school staff • School P.C.E.P. Committee and/or School Council • S.O.S./A.S.O.S.	• Principals • S.O.S./A.S.O.S.	Sept.95/ June 96
P.C.E.P. Progress Report	• Operations & Finance Committee of the Board receives a P.C.E.P. Progress Report	• Report received at Operations & Finance Committee–Dec.96.	• Write a report summarizing system data from reviews/Manager's Letter Process.	• Administrators • S.O.S./A.S.O.S.	• S.O.S./A.S.O.S.	Dec.96

Hamilton Board of Education
Education Centre
1995 09 12

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY / SECONDARY

(a) That the following trip requests be approved:

(i) Fernwood Park, Grades 4-5, Canterbury Hills, Ancaster, 1995 10 04-05 (Wednesday to Thursday)

(ii) Queen Victoria, Grades 4-5, Canterbury Hills, Ancaster, 1995 10 04-05 (Wednesday to Thursday)

(iii) Sherwood Heights, Grades 4-5, Camp Wanakita, Haliburton area, 1995 09 25-27 (Monday to Wednesday)

(iv) W.H. Ballard, Grades 4-5, Canterbury Hills, Ancaster, 1995 10 04-05 (Wednesday to Thursday)

(v) Westwood, Grades 4-5, Canterbury Hills, Ancaster, 1995 10 04-05 (Wednesday to Thursday)

(vi) Barton, Grades 11-OAC, Volleyball Tournament, Unionville H.S., Markham, 1995 09 15 (Friday)

(vii) Barton, Grades 11-OAC, Volleyball Tournament, York University, North York, 1995 09 29-30 (Friday to Saturday)

(viii) Delta, Grades 11-OAC, Collingwood, 1995 09 29-30, 1995 10 01 (Friday to Sunday)

(ix) Hill Park, Grades 10-12, Ontario Leadership Centre, Lake Couchiching, 1995 09 25-29 (Monday to Friday)

(x) Hill Park, Grades 10-OAC, Music Camp, Cedarview Conference Centre, Bolton, 1996 02 02-04 (Friday to Sunday)

(xi) Westdale, Grade 10, Bruce National Park, Cypress Lake, 1995 09 20-22 (Wednesday to Friday)

(xii) Westdale, Grades 9-OAC, Cross-country Meet, Trinity College, Port Hope, 1995 09 20 (Wednesday)

(xiii) Westdale, Grades 9-OAC, Pre-OFSSA Track Meet, London, 1995 10 13 (Friday)

(xiv) Hill Park, Grades 11-OAC, Art/Photography Field Trip, New York City, New York, U.S.A., 1996 05 23-26 (Thursday to Sunday)

(xv) Westmount, Grades 9-OAC, Gannon University, Erie, Pennsylvania, U.S.A., 1995 11 10-11 (Friday to Saturday)

Respectfully submitted,

D. Goodridge,
Director of Education
and Secretary

Presentation
to
The Board of Education for the City of Hamilton

REQUEST FOR PERMISSION TO PROCEED WITH A PRIVATE MEMBERS BILL FOR PROPERTY TAX RELIEF FOR THE ART GALLERY OF HAMILTON

Presented by the Art Gallery of Hamilton
to the
Operations & Finance Committee
September 12, 1995

COVER

GEORGE A. REID (Canadian, 1860-1947)
Forbidden Fruit 1889
Oil on canvas, 77.8 x 122.9 cm
Gift of the Women's Committee, 1960

INDEX

Appendices

1. OUR REQUEST

The Art Gallery of Hamilton requests permission from The Board of Education for the City of Hamilton to proceed with a Private Members Bill in the Provincial Legislature which would exempt the gallery from paying property taxes to the City of Hamilton.

It should be noted that both the Regional and Municipal Governments have formally approved motions whereby the Art Gallery of Hamilton can pursue a Private Members Bill and obtain tax relief.

This brief provides the background for this request.

2. BACKGROUND

The Art Gallery of Hamilton (AGH) is the third largest public art gallery in the Province of Ontario. The National Gallery of Canada in Ottawa and the Art Gallery of Ontario in Toronto are the only galleries which surpass the AGH in terms of physical size. Established in 1914, the AGH is one of the oldest public art galleries in the country. Over the decades, it has amassed a nationally recognized art collection which is often used in our exhibition programming and frequently borrowed by other public museums and art galleries across the country and throughout the world. The AGH offers exhibitions, education and audience development activities, aimed specifically at the citizens of Hamilton-Wentworth.

Since 1974, the Art Gallery has offered specially designed programs for school children in the Region. Hundreds of thousands of children have toured the gallery over the past twenty years. These tours have been provided by docents who are volunteer tour guides, specially trained by our staff. Since 1974, many other programs have been developed for school children at various grade levels. These were designed by and with teachers and have reflected the cooperative relationship between the gallery and the Board of Education. Some of these programs include:

- **Visual Curriculum**, a tool used by teachers in the classroom to teach many disciplines from French to geography through the use of art in the gallery's collection.

- **Studio workshops and Family Days** allowing children and teachers to participate in unique studio activities, which are linked to the school curriculum and enhance classroom learning and the understanding of art

- **ESL Tours.** Working with Sir John A MacDonald Secondary School.

Many other programs exist. (See Appendix A.)

Further, the Art Gallery has continued its commitment to **In-service Training for Teachers.** Many such programs have taken place in and outside the gallery. We have also opened our doors and allowed **access to our facilities for meetings and receptions.** The Art Gallery Board Room was used frequently during the janitorial and maintenance workers' strike, and continues to be used for meetings requiring offsite premises.

The Art Gallery of Hamilton continues to be used as a resource by the Board of Education, its teachers and students. With the change to a common curriculum requiring the arts to play a more vital role, the Art Gallery can only be seen as one of the great assets to the education system. Its collection, programs and staff will continue to be used in the education of teachers and students. We anticipate that the gallery's usage will broaden as financial pressure on the Board of Education increases requiring better utilization of other community resources in the education of our students.

With all the above described programs, a very nominal user fee is charged only for the School Touring Program and this is waived on occasion depending on the circumstances of the particular school. In 1994, Touring Program Fees totalled $3,812. One can see that all the programs are heavily subsidized through the gallery's resources.

In the past five years the Art Gallery of Hamilton as with any other private sector and not-for-profit organization, has experienced financial difficulties. Government grants have been reduced. Our Regional support has not increased in real dollars and has dropped in adjusted dollars since 1988. Corporate support has diminished and interest income from our Endowment has dropped dramatically. All this has put extraordinary pressure on the Art Gallery, resulted in a reduction of staff by one-third to twenty full-time positions. The gallery's exhibition spaces continue to be closed on Tuesdays and significant cuts in numerous operational and program areas have been made. During this time, competition for not-for-profit organizations has increased as well as public scrutiny of how tax payers' money is being spent.

3. THE ISSUES

As the Board of Education is aware, the Art Gallery of Hamilton receives a grant from the Region of Hamilton-Wentworth. The grant is a two-part contribution. The first being $543,200 for operational support and secondly, $377,371 to offset City taxes. The total grant in 1995 is $920,571.

The Art Gallery has been obtaining an offsetting amount for its tax payment since it moved into its downtown location in 1979. The payment of property tax has caused a great deal of difficulty for this institution. It continues to be a unique condition for the Art Gallery of Hamilton as compared to public art galleries across the country, most of which do not pay property tax. The only galleries that pay property tax own the building and the land on which they are situated. This is not the case for the Art Gallery of Hamilton. Though the building is owned by the Corporation of the Art Gallery of Hamilton, it is on land that is owned by the City and leased to the Gallery for $1.00 for ninety-nine years. * (See Appendix B for Research Regarding Similar Institutions Paying Property Tax in the Province of Ontario.)

This unique condition of paying property tax, though having a neutral direct financial impact on our financial statements, has caused significant problems for the gallery. These are listed below:

i. **The Art Gallery has been erroneously compared with other institutions** and criticized for the size of the grant that the gallery receives, which to some appears to be near $1 million dollars per year. Elected officials, other arts groups and the general public are unclear to the degree the Regional Government supports their Art Gallery.

ii. **There is the appearance that the Art Gallery's grant increases annually.** In fact, after eliminating the special grants to capital projects and other one-time grants, the only increase to the Region's grant to the gallery can be attributed to the increase of property taxes and thus the increase to the offsetting grant. This has left many with the impression that the gallery's grant has grown steadily, thus creating an even greater lack of incentive to realistically support the institution. It should be noted that in net terms similar municipalities such as London and Windsor provide significantly greater support to their public art galleries.

iii. **There has been increased tension around the property tax issue as a result of the request from the Separate School Board for the gallery to allocate a part of its taxes.** This re-allocation is only fair since the gallery services both these school boards. But the question of tax allocation is academic and need not be discussed if one accepted the fact that the money is not the gallery's to allocate but, in fact, totally offset by Regional Government.

As a result of these conditions, it has become apparent to the gallery that the property tax issue must be dealt with at this time. The Regional and Municipal Governments concur.

The following would be accomplished should the Art Gallery of Hamilton receive relief from the payment of municipal property taxes:

* There would be **reduced public confusion** regarding the extent of Regional support provided the Art Gallery.

* We would be able to present **a clearer** statement of the gallery's finances.

* **The gallery can be better compared on a national and provincial level** in terms of its financial support and financial operating size with that of other similar public art galleries. This is invaluable in analyzing our operations and advocating for more funding.

* Much of the **competitive tension would be alleviated** for both the Board of Education and the Roman Catholic Separate School Board for Hamilton-Wentworth with regard to the AGH's appropriation of taxes.

4. IMPACT ON THE BOARD OF EDUCATION

The entire property tax bill for the gallery for 1995 will be $377,371. Of this amount, $181,138 will be transferred to the Board of Education. This represents 48%.

If our property tax situation does not change, the gallery most likely will proceed with allocating a portion of its grant to the Roman Catholic Separate School Board because of the need for equity. This decision will be based on the precedent set in the private sector. If the allocation breakdown is realized at a percentage of 70% and 30%, public school board to separate school board respectively, then the true impact on the public school board would be 70% of its current allocation, making the transfer from the City, $126,797.

We request that the Board realize the Art Gallery's services to the students and teachers in the community and support our pursuit of a Private Members Bill in the Provincial Legislature.

Thank you for giving this matter your consideration. Should you have any questions do not hesitate to contact Rick Helm, President or Ted Pietrzak, Executive Director of the Art Gallery of Hamilton.

Rick Helm
President

September 1, 1995

Program Offerings
Art Gallery of Hamilton
Department of Education, Extension and Programs

Always Available
*School Tours and Tour/Studio Programs
*Class Visits
*Classroom Resources
*Class Memberships
*Board Programs Participation

By Special Arrangement
*Professional Development for Teachers
*Meeting and Conference Space
*Career's Day Presentations
*Curriculum Team Development Support
*Student Art Exhibitions

Special Projects
*Student Curated Exhibitions
*Visiones Project
*Artist-in-Residence
*Courage and Creativity

Public Programs
*Family Day
*Programs for Children
*Workshops for Teachers (and other adults!)

Always Available

School Tours and Programs
General Introduction Tour- class is broken into small groups of 5-12 students. Tours are interactive and docents are trained to encourage discussion , discovery and learning, assisting students in the development of visual literacy skills.

Special Exhibition- a special focus on an individual exhibition (e.g. Spirit of Ukraine, Jean Paul Lemieux). May include an audio-visual component.

Thematic Tours- upon request, tours can focus on special interest designated by the teacher in advance (e.g. colour, an historic period, representation of women in art, sculpture). The tour will include works of art in several exhibitions.

Tours for Primary Students- supporting the learning outcomes for Primary curriculum, tours include games for "looking" and activities that are suitable for primary students.

Tour /Studio Combination- working with a professional artist and instructor, students begin by looking at art in the Gallery and creating a related project in the studio. Projects change three times per year and relate to curriculum (e.g. Gadgets and Gizmos, Mexico's Days of the Dead).

ESL- general introduction to the Gallery tours which encourage active discussion, articulation of ideas and sharing of opinions. New vocabulary is introduced and the visual imagery acts as a common language for students of diverse backgrounds.

Tours in other languages- upon request or for special exhibitions, tours in other languages are available (e.g. Ukrainian, French, Spanish).

Visits

Pre-visit consultation- by telephone, Education staff will listen to your curriculum needs and make suggestions for pre and post visit classroom activities.

Sketching Visits- Pencils and clipboards are available at the front desk for classes sketching in the galleries

Classroom Resources

Pre-visit information packages-*The Survival Guide for Primary Teachers*-a helpful package of information to assist teachers in bring Primary students to the Gallery on their own, and *How to use the Bickell Education Centre Activity Boxes.*

Customized information package- Education staff will prepare and mail to a teacher background information on exhibits specifically related to their needs

Who's Afraid of Contemporary Art- a curriculum package (currently under development) designed to help teachers integrate looking at contemporary art into their classroom activities.

Special Curriculum Packages- developed in conjunction with teachers and consultants. (e.g. *Images of Women*: Grade 11 English, *Reverence That Endures*: Grade 9 Geography Orienteering)

Visual Curriculum Packages- over thirty curriculum packages including slides of art from the Gallery's Permanent Collection. Developed in conjunction with teachers. (1994: *First Nations Images/First Nations Art, Looking at Architecture*)

Class Memberships

Gallery Club Primary/Elementary- each student that takes a tour receives a one year membership (includes discount in the shop and free attendance with an adult).

Gallery Club-Secondary- one year membership cards are available for all high school students so that they may visit on their own at any time for school assignments or pleasure.

Board Programs Participation

Co-operative Education- The Education Department arranges Co-op placements in five areas of the Gallery twice per year. The Gallery has participated in the program since the 1980s.

Partners-in-Education Program- The Gallery currently participates in a partnership with Sir John A. Macdonald, and Education staff participate in a community consultation committee.

New Partnership Initiatives- The Art Gallery, Opera Hamilton, Theatre Aquarius and the HPO have joined forces with teachers to begin the development of the Arts Outreach Task Force to create partnerships between community arts resources and the school system.

By Special Arrangement

Professional Development for Teachers- by special request education staff provide special professional development training for teachers at the Gallery or in-school , designed for individual needs of each group.

Meeting and Conference Space- upon request.space for meetings, workshops or conferences will be booked free of charge for Board of Education business.

Career's Day Talks- at the Gallery or in the classroom, Gallery staff will talk about the various careers in museums and galleries, upon request.

Curriculum Team Development Support- Education staff participate in development of curriculum upon request. The Primary Curriculum development team worked on-sight at the Gallery in 1991. Gallery staff have continued to contribute to the refinement and implementation of the curriculum by hosting professional development sessions for teachers and providing input into written materials.

Small Student Art Exhibitions- when possible we offer space for student art exhibition in the Upper and Lower Lounges

Special Projects

Student Curated Exhibitions- a class is invited to curate an exhibition at the Gallery. In 1991 the Education staff won the Ontario Art Gallery Educator's Award for the 7th Annual Student Curated Exhibition with King George School.

Visiones Project- in conjunction with Macdonald Secondary School (Art, Spanish and ESL teachers) the Gallery offered a special eight week program for Spanish-speaking student from Latin American. The focus of the project was an exploration of bi-cultural identity and the Gallery provided two Latin American artists to lead the program.

Artist-in-Residence- the gallery frequently offers special programs with artists exhibiting at the Gallery. Artists may develop special projects with one class (e.g. Simon Levin w. Marguerite Larmond) or may be available for a studio or artists' talk about their work and career as an artist (Kent Monkman- Creation Wheel).

Courage and Creativity- is a program designed for challenged teens and adults. A professional artist and instructor designs a combined tour and hands-on activity geared to the needs of each group. (Currently on hold due to lack of sponsorship.)

Programs and Workshops

Programs for Children- (March Break, Summer, Family Workshops) reinforce the same learning goals and strategies as outlined in the Common Curriculum. Available at a fee. Approximately 15 subsidies and scholarships are given each year - distributed throughout the school boards.

Workshops for Adults and Teachers- workshops help teachers develop specialized art or creative skills which can be applied in the classroom (e.g. Drawing on the Right Side, Making Books). Available at a fee.

Family Day- Our annual open-house for families, free passes are distributed throughout the school system. Hands-on activities, behind-the-scenes tours, art quiz, and more fun!

Looking at Contemporary Art and the Common Curriculum

The Ontario's Common Curriculum provides "the foundation for educators to enable all students to develop the knowledge, skills, and values needed for a life of personal fulfillment, responsible citizenship and full participation in society." Although specifically for grades 1-9 the learning outcomes are the foundation for high school curriculum.

Integrating Contemporary Art with the Common Curriculum

1. **Contemporary art** reflects a society that is not static but changing and evolving in response to events occurring at the local, national and global levels. Contemporary life contributes significantly to the content of the **Common Curriculum**.

2. **Contemporary art** is about ideas and presents an opportunity to make connections between ideas, people and phenomenon. In doing so, it presents a more holistic approach to learning, that is, learning in an integrated manner. The **Common Curriculum** is about learning in an integrative manner.

3. **Contemporary art** reveals to students the concerns and values of contemporary society; values of the artist and of the community, knowledge of these values is implicit in the content of the **Common Curriculum**. The efforts to establish and maintain a public collection of art provides a forum through which concerns and values may be discovered from another point of view.

4. The **Common Curriculum** recommends the development of partnerships rooted in the resources of the community. The Art Gallery is a resource for updating courses and programs and giving them the **contemporary art** "edge" or "look" which students view as relevance.

APPENDIX B

RESEARCH REGARDING SIMILAR INSTITUTIONS PAYING PROPERTY TAX IN ONTARIO CITIES

Who Pays Taxes and Why?

Of the 47 municipal galleries in the Province of Ontario, 4 pay property taxes. This represents 8.5%. The 3 galleries other than the Art Gallery of Hamilton, own both the building and the land on which they are situated. They are also much smaller.

Public Art Gallery	City	Operating Budget 1995 & 1995	Owns Property	Owns Building	Property Tax Paid
Durham Art Gallery	Durham	$ 123,000	Yes	Yes	$ 2,300
Lynnwood Art Centre	Simcoe	194,000	Yes	Yes	11,400
Rodman Hall Art Centre	St. Catherines	327,000	Yes	Yes	30,800
Art Gallery of Hamilton	Hamilton	2,249,000	No *	Yes	378,000

* The City owns land which is leased for 99 years.

The municipalities and their public galleries which are more aptly comparable are as follows:

Gallery	City	Regional Population	Budget	Pays Property Tax	Amount Paid	Owns Building	Owns Land
Agnes Etherington	Kingston	230,000	$ 913,000	No	0	Yes	Yes
London Regional Gallery	London	303,165	1,395,000	No	0	Yes	Yes
Robert McLaughlin Gallery	Oshawa	409,000	796,000	No	0	City	City
Art Gallery of Windsor	Windsor	318,000	1,395,000	No	0	Yes	Yes
Art Gallery of Hamilton	Hamilton	550,000	2, 249,000	Yes	$378,000	Yes	City

All figures are round off evenly to the nearest 000 or 00.

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1995 10 10

Confirmation of the minutes of the regular meeting of 1995 09 12 and special meeting of 1995 06 19.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Report on the Reduction of $865,000 for One Day's Pay

2. Holiday Schedule - requested by Trustee Stewart **- Page 1**

3. Request for Report re Honeywell Proposal - Trustee Mulholland

NEW BUSINESS:

1. Correspondence from the Peel Board of Education re increased federal support for ESL/ESD children - referred at 1995 09 21 Board **- Pages 2-4**

2. Report of the Special Education Advisory Committee **- Page 5**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Working Group re Kindergarten Registration Procedures **- Pages 6 to 10**

NEW BUSINESS:

1. Recommendations of the Director of Education **- Pages 11 and 12**

2. Correspondence regarding the Lunchtime Program - referred at 1995 09 21 Board **- Pages 13 to 16**
   a) Parent Advisory Committee, Fernwood Park School
   b) George Irvine
   c) Local 525, C.A.W.

1995 10 10

TO: The Chairman and Members
Operations and Finance Committee

FROM: Richard W. Binns
Superintendent of Human Resources Services

RE: **HOLIDAY SCHEDULE FOR THE EDUCATION CENTRE, DUNDURN BUILDING, LOWER CITY/MOUNTAIN OFFICES AND SCHOOLS, DURING THE CHRISTMAS BREAK FOR THE 1995-96 SCHOOL YEAR**

Background

At the June 1995 Special Meeting of the Operations and Finance Committee the recommendation to close the Education Centre, Dundurn Building, Lower City/Mountain Offices and schools on Wednesday, December 27, 1995, in lieu of the December 22, 1995 and December 29, 1995 half day closures was defeated.

Friday, December 22, 1995 is the last instructional day for all Hamilton Board of Education schools and child care centres before the Christmas Break. Therefore, a number of concerns have been expressed by members of the Hamilton Principals' Association, the Hamilton Secondary School Principals' Council and the child care centres regarding the half day holiday schedule for support staff.

Issue

To establish a Christmas holiday schedule for the Education Centre, Dundurn Building, Lower City/Mountain Offices and Schools for the 1995-96 school year.

Recommendation

That the following Christmas Break holiday schedule be approved:

Monday, December 25, 1995	- Christmas Day
Tuesday, December 26, 1995	- Boxing Day
Friday, December 29, 1995	- (Combination of Dec. 22 & 29 Noon Closures)
Monday, January 1, 1996	- New Year's Day

Rationale

This holiday schedule meets the needs of the schools and child care centres for attendance of support staff the last instructional day before the Christmas Break and complies with holiday requirements as outlined in respective Collective Agreements.

PEEL BOARD OF EDUCATION

H.J.A. Brown Education Centre

5650 Hurontario Street, Mississauga, Ontario L5R 1C6 Fax: (905) 890-6747 Tel: (905) 890-1099 1-800-668-1146

Referred to Operations and Finance Committee at Board - 1995 09 21

July 18, 1995

TO: Director of Education

Attached please find a copy of a letter I have sent on behalf of the Peel Board of Education to the Honorable Sergio Marchi, Minister of Citizenship and Immigration, requesting the inclusion of planning and financial support for elementary and secondary ESL/ESD programs in the federal immigration plan.

As this need is reflected in all boards with a high ESL/ESD population we are requesting your support for Peel's action.

Respectfully,

Beryl Ford
Chair

PEEL BOARD OF EDUCATION

H.J.A. Brown Education Centre

5650 Hurontario Street, Mississauga, Ontario L5R 1C6 Fax: (905) 890-6747 Tel: (905) 890-1099 1-800-668-1146

July 10, 1995

Mr. Sergio Marchi
Minister of Citizenship and Immigration
Place du Portage, Phase 1
23rd Floor,
50 Victoria Street
Hull, Quebec K1A 1L1
(Fax: 819 - 953-4930)

Dear Mr. Marchi,

Acting on a recommendation approved by the Peel Board of Education, I am contacting you to request increased federal support for elementary and secondary school ESL/ESD children. Although we welcome the indirect support provided to these children through adult language training initiatives for their parents, we have long felt the need for direct federal support for children.

Increasingly, school boards in Ontario are experiencing economic cutbacks which affect the ability to deliver quality ESL/ESD programs. Now more than ever we are in urgent need of support, particularly for this large group of students who have the potential to become contributing members of Canadian society once they have acquired the language of instruction in our schools.

The Peel Board of Education established exemplary programs for ESL/ESD students; in fact, they have served as models for other boards. In addition to daily support for all ESL and ESD students, a reception service, and programs for students who have had significant gaps in their education were solidly in place. The population growth and economic cutbacks are changing this service The Peel Board's ESL/ESD population has increased from 3,445 in 1985 to 10,895 in 1995 - 216% increase. At the same time as Peel has experienced a rapid growth of ESL/ESD students showing a wider diversity of needs (social, settlement, emotional and language), the level of financial support has decreased. As a result, these programs are being eroded; some children are no longer eligible for support; length of time in a program has been reduced while class size has been increased; and reception service has been limited.

/2...

It is projected that for September, 1995, 30 to 35 additional staff will be required to continue the current level of service. The 1995 budget is unable to support this staff increase. There is a need for both additional ESL/ESD staff and staff training to assist all classroom teachers in meeting the settlement and language needs of ESL/ESD children. While provincial government grants subsidize and meet ESL/ESD teacher salaries, these grants do not address the other needs identified above.

Reduced general ministry grants paired with the increased difficulty of raising property taxes has stretched our resources to the point where we must request financial support from the federal government. We feel strongly that the federal government must include in its immigration program, planning and resources for the settlement and language training of new Canadian youth.

Thank you for your attention to this concern.

Beryl Ford,
Chair, Peel Board of Education

c. MP, Brampton, Caledon, Mississauga
MPP, Brampton, Caledon, Mississauga
Ontario School Boards

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mr. D. Bucsis (Chairman); Trustees Bishop, Johnstone and Mulholland; Mesdames Barr, Bramberger, Dalziel, Kappheim, Kerr Jaskiewicz, Oommen and Savelli; Mr. Shields; and Dr. Van der Spuy.

Also Present: Trustee MacDonald
E. Collins, Hamilton Principals' Association
P. Hutchinson, Hamilton Teachers' Federation

Officials Present: Dr. F. Cooke (Assistant Superintendent of Program)
Dr. J. Tomlinson (Project Team Leader - Special Education)

The Committee recommends:

GENERAL

1. That the Report of the Integration/Accommodation Sub-Committee be received for information and the following recommendations be approved:

a) That accessibility be considered as part of the planning in all renovations and building projects, and that architects, therapists, consumers and other stakeholders be included in the planning process.

b) That the Accessibility Report be updated, to include current information regarding school accessibility, and a map indicating families of schools (i.e. feeder and receiving schools)

c) That a long term plan for systematic upgrading of schools be developed.

d) That the Plant Department, in consultation with the Program Department and Superintendent of Schools and community and consumer groups, examine the Barrier Free Design Guidelines of the City of Hamilton, and consider adopting or modifying it as the standard of accessibility for all facilities owned by the Board of Education.

e) That appropriate accommodation in a school be developed through a joint planning process between the principal, therapists, parents and student.

f) That fire safety operating procedures with respect to students with disabilities include:

i) special student evacuation procedures in the student's Ontario School Record

ii) indication for the need of an evacuation plan in the IPRC documentation.

g) That the Student Information System be programmed to gather appropriate data to assist in the transition between schools of students with special physical needs.

Respectfully submitted

Lower Auditorium
1995 09 20

D. BUCSIS
Chairman

1995 10 10

To: The Chairman & Members
Operations & Finance Committee
Board of Education
Hamilton, Ontario

From: Mervyn Matier
Assistant Superintendent of Schools

Re: ***KINDERGARTEN REGISTRATION PROCEDURE***

Report: For Information/Decision

****

Background:

- At the November 1994 meeting of the Board the following recommendation was approved:
  "**That** a Working Group with trustee, principal and parent representation with consultation or membership from the Human Resources Department or Superintendents of Schools be formed to bring back recommendations in terms of Kindergarten registration practices."

- A Committee was struck with the following membership:

Barbara Burns, President
Hamilton Kindergarten Teachers' Assoc.

Jill Harris, Parent
G. R. Allan

Clarke Johnson, Principal
A.M. Cunningham School

Bev Lisso, School Secretary
Earl Kitchener School

Jim Mackrory, Principal
James MacDonald School

Shelagh Simpson, Early Years Coordinator
Education Centre

Merv Matier
Assistant Superintendent of Schools
Mountain Office

Phil Morgan, Principal
Lincoln Alexander School

Donna Quigley, Principal
G.R. Allan School

Valerie Ramsay-Brown, Parent
Sanford Avenue

Sue Rodgerson, Trustee
Ward 8

Issue:

To inform the Board of the recommendations of the Working Group.

...../2

Recommendations:

Recommendation #1

That the report from the working group on Kindergarten Registration Procedures be received for information. (Appendix 1, 2.)

Recommendation #2

That a Working Group be formed to examine the issues identified in Appendix 3.

Rationale:

The implementation of the recommendations will provide a user friendly consistent process for registration of children in the Hamilton Board Kindergarten programs.

Word. A:\KDGNCOM\RECO&F.DOC
ga 95 09 29

Kindergarten Registration Committee

Integrated Information and Advertising Campaign
Advertising Proposals for 1996

****

Rationale

Parent feedback has shown that our advertising has been too narrow in the past. Parents seeking registration for their first child do not receive flyers from the school and may not subscribe to the Hamilton Spectator. The proposals below make greater use of local media, as well as community programs and locations. Projected additional cost of the proposal is approximately $2,000.00

Registration Advertisement	Early January	Hamilton Spectator Mountain News Canadian Voices other community papers?
Registration Flyer (available in different languages)	Early January	Public Libraries Pre-schools Recreation Centres Churches via schools to local stores, Laundromats, etc.
Radio/TV. Spots	Early January & registration week (week of January 15)	CHML, K-Lite FM Cable 14 CHCH
Mobile Sign Boards	Week registration opens	Education Centre High Schools Shopping Plazas
Internet, Bulletin Board, Freenet?	Registration Week	
Firestone Sign	Registration Week	

ga / 95 09 29 updated

Family Information Package

Rationale

Many schools prepare information packages for the parents of new kindergarten children. The Committee has identified, however, a need for a consistent package of information that would give parents clear information about key decisions affecting their child's school placement (a.m./p.m. placement, waiting list criteria, September delayed enrolment and starting dates, etc.)

A *"Welcome to Kindergarten"* folder will be developed for schools to use. The Public Relations Officer will assist with the planning and design of the folder.

Information in the folder will include:

- general program information (this may be printed right on the folder),
- Health Department information,
- French Immersion Program/Locations.

The school will add to the folder:

- any pertinent forms to be completed, e.g. registration form.
- a letter or booklet giving program information specific to the school:
  - pertinent staff names,
  - JK Home visits and entry procedures; how and when are they arranged?
  - SK Early Identification Interviews; how and when are they arranged?
  - bus information, if applicable,
  - Home and School/Parent Group invitation.
- a clear explanation of Registration/Organization timelines:
  - Orientation Meeting dates,
  - procedures and timelines for class organization, e.g. a.m./p.m. placements, JK, SK or JSK organization.
- Child Care Information, for schools with an Umbrella Centre.

Appendix 2

Kindergarten Registration Procedures

Recommendations

- Initial contact with the school is an "Intent to Register". The process starts at 8:30 a.m. on the first advertised day. The contact may be by phone or in person. Sequencing of intent to register is kept by time and date.

  Data required: Name, Address, Phone, Date of Birth, Preferences for a.m./p.m.

- A Parent Information Package is given/sent to each registrant. The package contains information on class times and operational data unique to the school; a "Welcome to Our School" letter/booklet; a registration form, a health and immunization form; information on decision-making on class placement; the organization and staffing of kindergarten; the gradual entry process; busing information; out-of-area waiting list procedures; and kindergarten program information.
- Registration forms are completed and necessary documents (including immigrant status and assessment) are brought to the school.
- Letters/receipts are given to confirm registration.
- Waiting lists are established where appropriate.
- All early In-Area registrants are entered on the S.I.S. by January 31. Other registrants are entered as they register. (It is important to enter date of arrival in Canada.)

ga/ 95 09 18 Updated

Appendix 3

Long-Term Planning Issues/Implications

- Examination of attendance boundaries to determine impact of registering all assessed children within the school boundary - including daycare and child care facilities and county children.
- Examination of delayed and gradual entry process.
- Examination of links with the Regional Community Support Department.
- Impact on revenue of turning away kindergarten registrants from local school.
- Implications of changes on: accommodation needs, class-sizes, collective agreements, educational assistants, teaching materials, school organization, transportation and costs.

ga/ 95 09 18 Updated

Hamilton Board of Education
Education Centre
1995 10 10

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY / SECONDARY

(a) That the following trip requests be approved:

(i) Adelaide Hoodless, Grades 6-8, Camp Wanakita, Haliburton area, 1996 01 21-24 (Sunday to Wednesday)

(ii) Adelaide Hoodless, Grades 6-8, Camp Wanakita, Haliburton area, 1996 06 02-05 (Sunday to Wednesday)

(iii) Hillcrest, Grade 8, Quebec City, Quebec, 1996 05 28-31 (Tuesday to Friday)

(iv) Queen Mary, Grades 6-8, Mount St. Louis, Barrie area, 1996 02 21-22 (Wednesday to Thursday)

(v) R. A. Riddell, Grade 8, Camp Wanakita, Haliburton area, 1996 01 14-17 (Sunday to Wednesday)

(vi) Tweedsmuir, Grades 6-8, Mount St. Louis/Moonstone, Barrie area, 1996 02 21-22 (Wednesday to Thursday)

(vii) Barton, OAC, Stratford Festival, Stratford, 1995 10 26 (Thursday)

(viii) Lawrence Alter. Ed., Grades 11-12, Stratford Festival, Stratford, 1995 10 18 (Wednesday)

(ix) Scott Park, Grades 10-OAC, Music Festival, Quebec City, Quebec, 1996 05 02-05 (Thursday to Sunday)

(x) Westdale, Grades 9-OAC, Holiday Valley, New York, U.S.A., 1995 12 20 (Wednesday); 1996 01 12 (Friday); 01 30 (Tuesday); 02 22 (Thursday); 03 07 (Thursday)

(xi) OFSAA Championships, Girls' Field Hockey, Grades 9-13, North York, 1995 11 2-4 (Thursday to Saturday)

(xii) OFSAA Championships, Cross-Country, Grades 9-13, London, 1995 11 04 (Saturday)

(xiii) OFSAA Championships, Boys' "A" Volleyball, Grades 9-13, West Lorne, 1995 11 24-25 (Friday to Saturday)

(xiv) OFSAA Championships, Boys' "AA" Volleyball, Grades 9-13, Bowmanville, 1995 11 24-25 (Friday to Saturday)

(xv) OFSAA Championships, Boys' "AAA" Volleyball, Grades 9-13, Brampton, 1995 11 24-25 (Friday to Saturday)

(xvi) OFSAA Championships, Girls' "AAA" Basketball, Grades 9-13, Niagara Falls, 1995 11 30-1995 12 02 (Thursday to Saturday)

(xvii) OFSAA Championships, Girls' "AA" Basketball, Grades 9-13, Strathroy, 1995 11 30-1995 12 02 (Thursday to Saturday)

(xviii) OFSAA Championships, Girls' "A" Basketball, Grades 9-13, Sturgeon Falls, 1995 11 30-1995 12 02 (Thursday to Saturday)

(xix) OFSAA Championships, Nordic Skiing, Grades 9-13, North Bay, 1996 02 29-1996 03 02 (Thursday to Saturday)

(xx) OFSAA Championships, Boys' "AAA" Basketball, Grades 9-13, Burlington, 1996 03 06-08 (Wednesday to Friday)

(xxi) OFSAA Championships, Boys' "AA" Basketball, Grades 9-13, Belleville, 1996 03 06-08 (Wednesday to Friday)

(xxii) OFSAA Championships, Boys' "A" Basketball, Grades 9-13, Parkhill, 1996 03 06-08 (Wednesday to Friday)

Respectfully submitted,

Donald W. Goodridge
Director of Education
and Secretary

1995 06 28

PARENT ADVISORY COMMITTEE.
FERNWOOD PARK SCHOOL,
780 9th AVE,
HAMILTON, ONTARIO.

BOARD OF EDUCATION.
100 MAIN STREET, WEST,
HAMILTON, ONTARIO.
L8P 1H6.

JUNE, 22 1995.

Referred to Operations and Finance Committee at Board - 1995 09 21

DEAR TRUSTEE'S.

The parent advisory committee of Fernwood Park School are strongly objecting to the removal of two lunchroom supervisors from this School.

The Boards decision on this issue, does not take into consideration the lack of facilities in this school, or the potential problems that will come about, as a result of the decision.

At our monthly meeting held on June, 21 1995, it was agreed by all concerned, that a letter be sent to the Board objecting to this issue and further, that some parents were very very upset over the health and safety and fire problems that could occur.

We as parents feel that two supervisors to look after 162 children, is insufficent and that the Board of Education, for the City of Hamilton, be held legally responsible for any incident or accident that may occur.

It is the position of this committee and parents of the children at this school, that the lunchroom supervisors be reinstated to a full complement, until such times as the Board provides proper facilities for this school.

Respectfully.

George Irvine

George Irvine.
On Behalf Of
Parent Advisory Committee
Fernwood Park School.

cc. Min. of Education.
Ald. Jackson
Ald. Charters
R. Petite M.P.P.
Spectator.
file.

1995 06 28

GEORGE IRVINE.
209 EAST 45th STREET,
HAMILTON, ONTARIO.
L8T 3K4.
905 - 383 7979.

TRUSTEE'S BOARD OF EDUCATION.
CITY OF HAMILTON.
100 MAIN STREET, WEST,
HAMILTON, ONTARIO.
L8P 1H6.

JUNE, 22 1995.

Referred to Operations and Finance Committee at Board - 1995 09 21

DEAR SIR/MADAM.

It has been brought to my attention, that the Board of Education is cutting back on the lunchroom supervisors, in the schools in Hamilton. I was also informed that the supervisors left in the system, will be looking after 81 children in the case of Fernwood Park School.

Let me bring the following points to your attention.

1) The lunchroom programs are legislated in the Province of Ontario and as a board you have to comply.

2) This Board, by doubling up the number of children to a supervisor, are putting the Health and Safety of these children, including my own at a great risk. Again this is against the laws of this Province.

3) In Fernwood Park's case, you will be contravening the Fire Marshall's act, by putting 81 children in a class. There are no facilities in this School which cann allow this or is there facilities to allow 162 children in one room.

Therefore in view of this information, the Board of Education must rescind their decision, to have only two supervisors at this school.

As a very concerned parent, failure by the board to move on this issue will leave me with no alternative, but to look at the legal aspect of the Board and all the Trustee's who sit on this Board. God forbid that a child should be injured or die, because of your decision.

It would be fit, if the Trustee's took a pay cut and then this in turn would provide the funding for these programs.

Respectfully Submitted.

George Irvine

George Irvine.

Copies to the following People.

Parent Advisory Committee. Fernwood Park School.

Minister of Education.

Alderman Jackson.

Alderman Charters.

D. Christorpherson. M.P.P.

D. Agostino. M.P.P.

R. Petite. M.P.P.

1995 06 28

CAW TCA CANADA

GEORGE IRVINE
President
CAROL McDONALD
Vice-President

LOCAL 525
891 BARTON STREET EAST
HAMILTON, ONTARIO L8L 3B6
PHONE (905) 548-0544 0559
FAX (905) 548-0562

MILT SEARS
Financial Secretary
DENNIS CLARK
Recording Secretary

BOARD OF EDUCATION.
100 MAIN STREET, WEST,
HAMILTON, ONTARIO.
L8P 1H6.

JUNE, 22 1995.

Referred to Operations and Finance Committee at Board - 1995 09 21

DEAR SIRS.

This letter is on behalf of the membership of Local 525 C.A.W.

We are appalled by the Board of Education's decision to reduce the number of lunchroom supervisors by almost half. The members of this Local are people who live in this community, work in this community and we all pay taxes to this community.

We have a large number of single parents as well as other parents, who's children attend the scholls in Hamilton. By taking this decision, this board has put additional stress on these parents, by worring if the children will be in a health and safe enviroment, while they have to work.

It was unanimously agreed by the membership that the board MUST RESCIND their decision, with regards to the lunchroom supervisors and revert to the status que.

This local will be looking into the legalities of this decision, with regards to the Fire Marshall Act, Health and Safety Act, Education Act and the Building Code Act.

On behalf of the membership.

Sincerly.

George Irvine

George Irvine.
President.
Local 525 C.A.W.

cc. C.A.W. Nat. Off., Min of EDuc., Ham. Spectator.

Starts at 6:15p

AGENDA

SPECIAL MEETING OF THE OPERATIONS AND FINANCE COMMITTEE

1995 12 07

GENERAL

NEW BUSINESS:

1. Presentation re Expulsion of Pupils Procedures – **Pages 1 to 27**

STATEMENT OF ZERO TOLERANCE OF VIOLENCE

Appendix to the Discipline Policy for The Board of Education for the City of Hamilton

It is the policy of the Board of Education for the City of Hamilton to respond with ZERO TOLERANCE to all known acts of violence or any behaviour that has the potential to result in violence. The Board is committed to fostering a safe and secure learning/working environment. This environment will be achieved through proactive prevention and intervention strategies within each school where all students and staff understand value and respect the diversity of others and the importance of self-worth.

Clear and consistent disciplinary action will be applied in response to the following acts of violence:

- threats of serious physical injury;
- assaults causing bodily harm;
- sexual assault;
- hate-motivated violence;
- robbery and extortion;
- the use of possession of weapons;
- extensive vandalism.

Depending on the nature and severity of the incident and the age of the student, one or more of the following consequences may be employed:

- contact of the parent(s)/guardian;
- contact of the police;
- suspension of the student;
- completion of a Violence Incident Form for inclusion in the OSR;
- alternative learning placement for the student;
- recommendation for expulsion.

Every reasonable effort will be made by the Board to protect the rights of individual students and staff to learn and work in a safe environment.

Operating Procedure

TOPIC:

Violent Incidents Reporting Procedures

Table of Contents

(continued on page 2)

1.0 Authority

1.1 Legislation: Education Act, RSO 1990

It is the duty of the principal, in accordance with the act, the regulations and the guideliness issued by the Minister, to collect information for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record. [265(d)].

A record is privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of the instruction of the pupil. [266(2)].

1.2 Policy Ministry of Education and Training: Violence-Free Schools Policy, 1994

The following information will be included in the OSR:

- A **Violent Incident Form**, containing:
  (a) a description of the serious violent incident leading to a suspension or expulsion or a call to the police.
  (b) a reference to the call to the police, if applicable
  (c) a reference to the school/board disciplinary response to the incident, if applicable.

- A copy of the school board's letter(s) to the student and/or parent(s) or guardian(s) regarding the suspension or expulsion for violent behaviour [section V A].

- The information relating to suspensions for violent behaviour shall not be removed from the OSR unless three consecutive years have passed during which no further suspensions for serious violent incidents have taken place.

- The information relating to expulsion shall be removed five years after the date on which the school board expelled the student.

- Where an expelled student has been readmitted to school by a school board, and is expelled again, the information relating to the expulsions shall not be removed from the OSR until five consecutive years have passed without any further expulsion.

- Where the student has not been suspended or expelled, the **Violent Incident Form** shall be removed after three yeas if no further serious violent incident is reported to the police during that time. [section VB].

- If the student transfers to another school, the information in the OSR relating to the serious violent incident that led to suspension or expulsion, as well as to a report to the police, will remain in the OSR unless removed under (A) or (B) above. [section VC].

- The following serious violent incidents must be reported to the police:
  - possession of weapons (e.g. guns, knives)
  - threats of serious physical injury
  - physical assaults causing serious bodily harm

(continued on page 3)

- sexual assault
- robbery and extortion
- any hate-motivated violence (e.g. violence involving racism or homophobia); and
- vandalism causing extensive damage to school property or property located on school premises. [section III E]

1.3 Policy of Hamilton Board of Education

Safe Schools: A Safe Place to Learn and Work

- (In development)

Policy Against Assault in the School Environment:

"The Board of Education for the City of Hamilton is committed to excellence in education. Such excellence demands an environment which protects and promotes the dignity and self-esteem of each person and the mutual respect of one person for another.

Policy Against Harassment:

"In adherence with the Ontario Human Rights Code, it is the policy of this Board that every employee, volunteer and student have the right to freedom from harassment in the workplace and school system because of sex, sexual orientation, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offenses, marital status, family status, employment status, or disability."

2.0 Reporting Requirement

This procedure is specifically intended to outline those requirements for reporting violent incidents to the Ministry of Education and Training and Hamilton-Wentworth Regional Police. This Operating Procedure does not supersede or replace the reporting requirements under any other legislation or policy. A Violent Incident Form shall be completed for all categories of incidents which result in the suspension or expulsion of a student regardless of whether the police have been notified.

3.0 Reporting Procedures

3.1 Responsibility to Report

The school principal or vice-principal is responsible for the completion of the Violent Incident Form and report to police. In the absence of the principal and vice-principal

- the elementary principal may designate the assistant to the principal to report to police.
- the secondary principal may designate the Head of Organizational Unit to report to police.

(continued on page 4)

3.2 Categories of Students by Age:

Because legislation exists based on age, students must be dealt with as follows:

3.21 Students Under Twelve

For students under the age of 12 years, each individual violent incident should continue to be judged on its own merits. Principals may use their discretion in reporting incidents of violent behaviour by children to police. When a Violent Incident Form is completed, it is for use of school personnel only.

In some cases of violence, the Children's Aid Society may be the appropriate recourse. In others, particularly those involving serious acts of violence, the police need to be notified. At a minimum, police should be notified for incidents involving:

- possession of weapons
- physical assault causing serious bodily harm
- sexual assault
- extensive vandalism.

3.22 Students Twelve to Seventeen and Adult

For students over the age of 12, principals shall complete the Violent Incident Form for the categories of violent incidents described below:

- possession of weapons
- threats of serious physical injury
- physical assaults causing serious bodily harm
- sexual assault
- robbery and extortion
- any hate-motivated violence
- violence causing extensive damage to school property or property located on school premises.

The Violent Incident Form is for use of school personnel only. If a report to police is also required, use the Police Reporting Protocol.

For students aged twelve to seventeen, the Young Offenders Act will apply. Students who are eighteen years or over are considered adults, and the procedures of the Criminal Code will be followed if these students are charged with a criminal offence.

3.3 Glossary of Violent Incidents

The descriptions of reportable incidents below are for the use of educators and are not legal definitions:

3.31 Assault: Physical

Physical assault involves the intentional application of force against another person. Assaults which are considered serious by the victim and/or the victim's parents must be reported to police. Notwithstanding, assaults causing serious physical injury (medical attention, etc.) or are vicious in nature (kneeing, kicking) must be reported to police.

(continued on page 5)

Assault: Sexual
Sexual assault involves intentional touching of a sexual nature. Touching which is perceived to be sexual by the victim and/or victim's parents must be reported to the police. Notwithstanding, any sexual or sexually motivated touching must be reported to the police.

3.32 Hate-motivated Violence
Hate-motivated violence consists of acts against a person or group of persons because of the person's race, creed, gender, colour, ethnic or cultural heritage, sexual orientation, or disability. Incidents of hate-motivated violence must be reported to the police.

3.33 Robbery and Extortion
Robbery is theft with violence, extortion is theft with the threat of violence. Serious acts of theft such as swarming a student for a jacket must be reported. Petty theft is not to be reported, but resolved within the school Code of Conduct.

3.34 Threats
Threats are words or actions causing the victim to fear that bodily injury may occur. Threats which are perceived to be serious by the victim and/or the victim's parents must be reported to police. Notwithstanding, threats which involve *groups* of students or weapons must be reported to the police. Minor scuffles, pushing, shoving, slapping, tripping, roughhousing, should be resolved through the school Code of Conduct.

3.35 Vandalism
Vandalism consists of acts of violence against Board property or other property on Board premises. Extensive vandalism such as willful destruction of expensive equipment, extensive window glass breakage, "trashing" of rooms, and arson must be reported to police. Minor vandalism such as writing on books or a locker, or a broken window are not to be reported to police but resolved within the school's Code of Conduct.

3.36 Weapons
Weapons consist of those objects specifically designed to inflict injury, and those objects which, although not specifically designed, can be used to inflict injury. In the former case, reporting to police is required. In the latter case, the decision to report depends on the circumstances surrounding the use of the object.

4.0 Violent Incident Reporting Form

4.1 Report of Incident

4.11 Name (Date of Birth) of Student
Since the form is to be stored in the OSR, it is accessible to the student/parent. It is important to protect the privacy of others and to avoid disclosure of the identity of another person having committed or alleged to have committed an offence under the Young Offenders Act. Consequently, the description shall contain only the name and date of birth of the student involved in the incident and the name of the parent/guardian contacted. The identity of other persons including the victim(s) and witness(es) shall not be included.

(continued on page 6)

4.12 Category of Incident
One incident may be composed of several "Categories of Incidents". One or more categories may be "checked".

4.13 Description of Violent Incident
This section should be a brief, factual summary of the principle events during the incident. It should include:
- the **events** of the incident
- the appropriate **language** ("physical assault", "threatening", "touching", etc.)
- the **time, date and location** should be indicated
- the **number** of student, staff, or other witnesses present and/or interviewed should be included
- the **observable injury/damage** caused
- the precautions to ensure the **student's rights** were protected during the interview by school personnel and subsequent police involvement
- the **name** of the parent (or parent substitute) selected by the student during the school or police interview
- the **timelines** involved including notification of police, and parents, or attempts to notify the parent/guardian

4.2 Incidents off Board Property

The decision to take disciplinary action and report violent incidents occurring off Board property is left to the discretion of the school principal. Incidents which originate, develop, or otherwise impact negatively on the school community should be reported by the school. Generally, school personnel become involved in the investigation, resolution or discipline of students for incidents which, although off Board property, are adjacent to the property, or occur during student travel time to and from school events.

4.3 Personal Notes

Because the Violent Incident Form is an incomplete record of an incident which may lead to a suspension or expulsion, school personnel must maintain their original notes from interviews. In such investigations, notes should be dated, signed and witnessed.

5.0 Police Reporting Protocol

(see inclusion)

6.0 Violent Incident Form

(continued on page 7)

for OP–30

Violent Incident Form

The Board of Education for the City of Hamilton

Name of Student:	**CATEGORY OF INCIDENT** (students 12 and over)
Date of Birth:	☐ Sexual assaults ☐ Possession of weapons ☐ Robbery and extortion ☐ Threats of serious physical injury
School:	☐ Hate motivated violence ☐ Assaults causing serious bodily harm ☐ Extensive vandalism

Brief summary of the principle events during the incident:

POLICE CONTACT

Date of Contact	Police Investigation at School ☐ Yes ☐ No Date:	Name of Investigating Officer(s)

SCHOOL/BOARD RESPONSE

☐ Suspension

☐ Expulsion Recommended

☐ Expulsion

☐ Other

Date of Inclusion in OSR	Principal's/Designate's Signature

This information is required by the Ontario Ministry of Education and Training for inclusion in the Ontario Student Record.
It is privileged for the information and use of supervisory officers and the principal and teachers of the school.
If using this form for sexual or racial incidents, it is not necessary to complete the Race Relations & Ethnocultural Equity Tracking Form.
However, please send a copy of this completed form to the Coordinator of Equity, c/o the Human Resources Dept.

HH90HH0

Operating Procedure

TOPIC: Expulsion of Pupils

Page

6.0 CROSS REFERENCES

- Assault in the School Environment Policy & Procedures
- SP1 Ontario Student Record
- SP5 Police Interviewing Students
- Procedures—Use of Violent Incident Reporting Form

1.0 *EXPULSION POLICY STATEMENT*

The Board of Education for the City of Hamilton is committed to a safe learning and working environment. Such an environment protects the safety and self-esteem of each person and promotes mutual respect of one person for another. **The Hamilton Board of Education is prepared to exercise its authority to expel students as necessary in order to ensure this safe learning and working environment.**

The Expulsion Policy and Procedures define unacceptable behaviour and provide a systematic method of response. Fair, firm, and consistent application of the policy is expected. The case of every student referred for expulsion will be thoroughly investigated and decisions will be based on the individual circumstances of the case. The intent of the policy is to protect and balance the rights of all people in the education system.

Expulsion may be the result of a single serious occurrence or a series of occurrences.

A student who is expelled will be directed to both therapeutic support and alternate forms of education to allow the student to pursue a new direction in his/her life.

2.0 *AUTHORITY*

2.1 *THE EDUCATION ACT*

(2.1.1) 23(3) EXPULSION OF PUPIL

A board may expel a pupil from its schools on the grounds that the pupil's conduct is so refractory that the pupil's presence is injurious to other pupils or persons, if,

(a) the principal and the appropriate supervisory officer so recommend

(b) the pupil and the pupil's parent or guardian have been notified in writing of,

  (i) the recommendation of the principal and the supervisory officer, and

  (ii) the right of the pupil where the pupil is an adult and otherwise of the pupil's parent or guardian to make representations at a hearing to be conducted by the board;

(c) the teacher, or teachers, of the pupil have been notified; and

(d) such hearing has been conducted.

(2.1.2) 23(4) PARTIES TO EXPULSION HEARING

The parties to a hearing under this section shall be the parent or guardian of the pupil or the pupil, where the pupil is an adult, the principal of the school that the pupil attends and, in the case of an expulsion, the appropriate supervisory officer.

(2.1.3) 23(5) RE-ADMISSION OF AN EXPELLED PUPIL

A board may at its discretion re-admit to school a pupil who has been expelled.

(2.1.4) 23(6) COMMITTEE TO PERFORM BOARD FUNCTIONS

The board, by resolution, may direct that the powers and duties of the board under subsections (2) to (5) shall be exercised and performed by a committee of at least three members of the board named in the resolution or designated from time to time in accordance with the resolution.

(2.1.5) 264(1e) DUTIES OF TEACHER/DISCIPLINE
It is the duty of a teacher and a temporary teacher, (e) discipline–to maintain, under the direction of the principal, proper order and discipline in the teacher's classroom and while on duty in the school and on the school ground;

(2.1.6) 265 DUTIES OF PRINCIPAL
It is the duty of a principal of a school, in addition to the principal's duties as a teacher,
(a) discipline–to maintain proper order and discipline in the school;
(d) pupil record–in accordance with this Act, the regulations and the guidelines issued by the Minister, to collect information for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record;
(i) reports - to furnish to the Minister and to the appropriate supervisory officer any information that it may be in the principal's power to give respecting the...discipline of the school, and to prepare such reports for the board as are required by the board;
(m) access to school or class - subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would, in the principal's judgment, be detrimental to the physical or mental well-being of the pupils;

(2.1.7) 266(13) PUPIL RECORDS - USE OF RECORD IN DISCIPLINARY CASES
Nothing is this section prevents the use of a record in respect of a pupil by the principal of the school attended by the pupil or the board that operates the school for the purposes of a disciplinary proceeding instituted by the principal in respect of conduct for which the pupil is responsible to the principal.

2.2 *ONTARIO REGULATION 298 (SECTION 23) REQUIREMENTS FOR PUPILS*

(2.2.1)	clause 23(1)(b)	exercise self discipline;
(2.2.2)	clause 23(1)(c)	accept such discipline as would be exercised by a kind, firm, and judicious parent;
(2.2.3)	clause 23(1)(e)	be courteous to fellow pupils and obedient and courteous to teachers;
(2.2.4)	clause 23(1)(h)	show respect for school property;
(2.2.5)	clause 23(4)	every pupil is responsible for his or her conduct to the principal of the school that the pupil attends: (a) on the school premises; (b) on out-of-school activities that are a part of the school program; and (c) while traveling on a school bus that is owned by a board or on a bus or school bus that is under contract to a board.

2.3 *BOARD POLICY*

(a) Discipline Policy (1995)
(b) Assault in a School Environment Policy (1995)
(c) Drug Education Policy (1995)
(d) Expulsion Policy Statement (May 1994) — see (1.0)
(e) Safe Schools: A Safe Place to Learn and Work (1995)
(f) Statement of Zero Tolerance of Violence (1995)

3.0 PROCEDURE

3.1 ASSESSMENT PHASE

When Board personnel are deciding on whether to initiate expulsion procedures, the following factors should be examined:

- possession and/or use of a restricted or prohibited weapon or any object used as a weapon with the intent to do physical harm
- threats of serious physical harm
- physical assaults causing serious bodily harm
- sexual assault
- robbery and extortion
- any hate motivated violence
- vandalism causing extensive damage to school property or property located on school premises
- distribution of illicit or licit drugs–second offense
- all the facts, circumstances, and individuals involved
- the degree of harm caused to the victim and/or school community
- the age of the individuals involved
- the decision regarding when and how to involve other appropriate parties
- consistency with procedures for recording and reporting incidents
- the underlying causes for incidents
- the repeated occurrence of incidents
- the location of the incident(s) and its effects on the students and/or school environment
- the support to the victim(s), witnesses, and the school community.

3.2 INITIAL PREPARATIONS

(3.2.1) Principals who are dealing with a situation that may lead to a recommendation for expulsion must consult with the appropriate Superintendent of Schools.

(3.2.2) The student should be suspended for 20 days as a preliminary step.

(3.2.3) If a decision to recommend expulsion is made, the Principal and Superintendent of Schools must make a joint recommendation to the Board and forward it to the Director, the student, the student's OSR, the teacher(s) of the student, the parent/guardian of the student (see Appendix 4.1).

(3.2.4) The Director will inform the ward Trustees that a recommendation for expulsion has been made, but it would NOT be appropriate to discuss any of the details of the case prior to the Expulsion Hearing.

(3.2.5) Once a recommendation for expulsion is made, the Principal and Superintendent of Schools should not discuss the case further with others, including the student, the parents, or a Trustee. To do so may jeopardize the holding of a fair hearing by creating what in legal terms is known as a "reasonable apprehension of bias". Any inquiries should be directed to the appropriate Superintendent of Schools.

(3.2.6) Any staff who receive a direct inquiry from the media or the general public with respect to the expulsion must not comment on the incident and must refer the person to the appropriate Superintendent of Schools.

(3.2.7) If possible, the Superintendent of Schools will arrange the date of the expulsion hearing within the 20 day suspension period. If this does not appear to be possible, the student and family will be notified by registered letter, by the Secretary of the Board that the suspension will be modified (see Appendix 4.2). A motion will be presented to the Board of Trustees to modify the suspension (see Appendix 4.3). The student and family will be informed by registered letter, by the Secretary of the Board, of the Trustees' decision (see Appendix 4.4).

No formal home instruction shall be provided to the student during either the suspension period or the extension of the suspension. However, if requested, work may be provided for the student to do at home up until the time of the expulsion hearing at the discretion of the principal. The student is not allowed on school property to pick up such work.

3.3 *THE EXPULSION HEARING*

(3.3.1) The Board, at its expense, will provide Counsel for the Principal and Superintendent of Schools, both in preparation for the hearing and at the hearing. If the parents and student choose not to be represented by Counsel at the hearing, the Principal and Superintendent may also appear at the hearing without Counsel. The Principal and Superintendent of Schools should only communicate with the parents' Counsel through their Counsel provided by the Board.

(3.3.2) The Counsel for the student shall have access to the student's OSR, with the written consent of the parent or the written consent of the adult student. On receipt of such a request, with consent, the Principal shall photocopy the entire OSR and make it available to the parent or the student's Counsel. The OSR may not be surrendered.

(3.3.3) Generally, witnesses do not appear at an expulsion hearing. The defense Counsel can insist on meeting with them. Arrangements are made through the Board's Counsel. During an interview, the parent of the witness, or an adult designate must be present. Interviews are conducted in the presence of Board Counsel. The purpose of such a meeting is to clarify and agree upon facts.

(3.3.4) If the defense lawyer insists that witnesses be present, the Board must have a duly qualified court recorder. Witnesses can be called by the Principal & Superintendent or Counsel and by the student, parent or Counsel.

(3.3.5) The hearing is held "in-camera" and is chaired by the Chairman of the Board. Trustees must be present for the commencement of the hearing and may not leave the hearing. Breaks may be called at the discretion of the Chair.

(3.3.6) The meeting shall be structured as follows:

a) introduction of all present;
b) if the parent and suspended student do not have a defense Counsel, they can conduct their own proceedings;
c) a reading of the expulsion notice and statement by the Superintendent of Schools;
d) presentation by suspended student, parent or Counsel;
e) presentation by the Principal, Superintendent or Counsel;
f) Trustees' questions;
g) after all evidence is presented, the Director (Secretary of the Board) and all presenting parties and their Counsel leave the hearing room while the Trustees consider the information and reach a decision.
h) if Trustees require clarification, all parties must be called back into the room.
i) the decision of the Trustees will be communicated to the student and parent by registered mail, by the Secretary of the Board (see Appendix 4.5/4.6);

(3.3.7) The Chair of the Board shall announce the outcome of the Expulsion Hearing. All other parties to the hearing must decline comment on the outcome.

3.4 *THE EXPELLED STUDENT*

(3.4.1) ONTARIO STUDENT RECORD CARD (OSR)

The following information will be included in the OSR:

- a Violent Incident Reporting Form
- a copy of the letter to the student and/or parent or guardian(s) regarding the expulsion.

The information relating to expulsion shall be removed five years after the date on which the student was expelled. Where an expelled student has been re-admitted to school by a school board, and is expelled again, the information relating to the expulsions shall not be removed from the OSR until five consecutive years have passed without any further expulsions.
If the student transfers to another school, the information in the OSR relating to the serious violent incident that led to the expulsion, will remain in the OSR unless removed under the guidelines in the previous paragraph. The transfer will occur in accordance with section 6 of the guideline Ontario Student Record (OSR), 1989.

(3.4.2) RE-ENTRY FROM EXPULSION

(a) Hamilton Board of Education Students:

(i) Expulsions are forever, and no time limit may be attached to the expulsion recommendation.

(ii) The parent and student may decide to make application to the Director and Secretary of the Board for re-admission. Such request will be reviewed and evaluated by Senior Management in light of the Board's criteria for re-admission (see 3.4.2.a(iii)). If an appropriate application is received, a date will be set for an "in-camera" hearing before the Board of Trustees. This is a similar but shorter process to section 3.3.6. The student's presentation must address the established re-admission criteria (see 3.4.2.a(iii)).

(iii) Re-admission Criteria

- a period of no less than 6 months has elapsed from the date of expulsion
- express appropriate remorse for the action(s) that led to expulsion
- has participated in some form of therapeutic intervention
- if employed has had a good work record
- has continued their education
- willingness to sign a Declaration of Performance.

(iv) If the Board of Trustees decides to readmit an expelled student, a Declaration of Performance contract will be constructed and signed by the Superintendent, the Principal of the school that the student will attend, and the student (and family if a minor). The student would not return to the school where the incident leading to the expulsion occurred.

(v) If the contract is breached, sanctions under the Discipline Policy will be considered.

(b) Student from Other Boards:

(i) When a secondary student from another board attempts to register in a Hamilton school, the student should be asked to complete and sign a registration form containing the following:

- Are you currently an expelled student?
  Yes ❑ No ❑
- Are you currently under suspension and being recommended for expulsion?
  Yes ❑ No ❑
- Have you ever been expelled by a school board?
  Yes ❑ No ❑

Signature of Student (Parent): Date:

- All admissions from outside jurisdictions are considered conditional pending receipt and review of student records from the previous board. **STUDENTS MAY NOT BEGIN ATTENDANCE UNTIL RECORDS ARE RECEIVED AND REVIEWED.**

- Students under expulsion from another jurisdiction or for whom an expulsion hearing is pending cannot be considered to have the same status in our board. Under these circumstances it is incumbent upon the student/parent to prove an entitlement to enrol in our jurisdiction. In such cases, the Superintendent of Schools and the Manager, Special Projects, Audit and Assessment must be involved in any admission process.

3.5. *DEALING WITH THE AFTERMATH OF AN INCIDENT*

(SEE APPROPRIATE SECTION OF THE ASSAULT IN A SCHOOL ENVIRONMENT POLICY)

School Boards, with the assistance of the community, will develop short and long term strategies to follow up on violent occurrences and expulsions. These strategies will deal with the provision of programs and services designed to:

- promote the security and healing of the victims;
- plan carefully the reentry and rehabilitation of the perpetrators, involving links with youth services;
- support the on-going education of the perpetrator (unless expelled);
- support the well-being and security of witnesses and the broader school community (e.g.: by ensuring confidentiality);
- address the underlying problems that may have contributed to the violent incident;
- facilitate the ongoing involvement of local social agencies and the community to address the issues that may have contributed to the incident.

3.6 *REPORT TO THE MINISTRY OF EDUCATION & TRAINING*

Boards will commence collecting information on incidents resulting in suspension or expulsion for violent behaviour, and those reported to the police, in September 1994.

4.0 APPENDICES

(4.1) Sample Letter: Notification of Expulsion Process
(4.2) Sample Letter: Notification of Modification of Suspension
(4.3) Sample In-Camera Motion: Modification of Suspension
(4.4) Sample Letter: Confirmation of Modification of Suspension
(4.5) Sample Letter: Confirmation of Expulsion
(4.6) Sample Letter: Expulsion Not Confirmed
(4.7) Principal's Checklist: Expulsion
(4.8) Superintendent's Checklist: Expulsion
(4.9) Confidential memo to Principals re: Expelled Student

5.0 ACKNOWLEDGEMENTS

5.1 Board of Education

- Carleton Board of Education
- East York Board of Education
- Hamilton-Wentworth Roman Catholic Separate School Board
- Ontario Safe Schools Report (2 binders)
- Peel Board of Education
- Scarborough Board of Education

5.2 Expulsion Subcommittee

- Bert Allen, Chairman, The Board of Education for the City of Hamilton
- Phyllis Allen, Parent, C. B. Stirling Home & School Association
- Jack Niewland, OPSTF Representative (Past Chair)
- Murray Quinn, Superintendent of Schools, Lower City
  (Chair: Safe Schools System Steering Committee)
- Bryan Schofield, Supervisor, Adjustment Services (Present Chair)
- Oscar Parent, Teacher, G. P. Vanier Secondary School

5.3 Format

- Dorothy Anderson, Secretary, Adjustment Services
- Irene Drozd, Secretary, Superintendent of Schools, Lower City

5.4 Legal Consultation

- Keel-Cottrelle, Barristers & Solicitors
  36 Toronto Street, Suite 920, Toronto, Ontario, M5C 2C5

Appendix 4.1

SAMPLE LETTER (on Board Letterhead sent via Registered Mail)

(DATE)

CONFIDENTIAL

(Name of parent/guardian/adult student)
(Address)

Dear (parent/guardian/adult student)

RE: Recommendation for Expulsion of (NAME)

A recommendation under Section 23(.3) of the Education Act, R.S.O. 1990, c.E.2 will be made to the Board of Education for the City of Hamilton on (DATE) at Board Room, Education Centre, 100 Main Street West, to expel (NAME) from the schools of the Board of Education for the City of Hamilton.

The recommendation for expulsion is being made under the authority of Section 23(.3) of the Education Act, R.S.O. 1990, c.E.2 Section 23(.3) provides that a Board may expel a pupil from its schools on the ground that the pupil's conduct is so refractory that the pupil's presence is injurious to other pupils, or persons where,

a) the principal and the appropriate supervisory officer so recommend;
b) the pupil and the pupil's parent or guardian have been notified in writing of:
   (i) the recommendation of the principal and the supervisory officer, and
   (ii) the right of the pupil where the pupil is an adult and otherwise of the pupil's parent or guardian to make representations at a hearing to be conducted by the board;
c) the teacher or teachers of the pupil have been notified; and
d) such hearing has been conducted.

The recommendation for expulsion results from (brief description of student's action).

You, as the parents, the student and/or Counsel are entitled to attend the meeting of the Board of Education for the City of Hamilton on (DATE) and to make submissions with respect to the recommendation for expulsion. If you wish to attend and/or wish to determine the procedure to be followed, please contact (NAME), Superintendent of Schools, at 527-5092. Should you choose not to attend, please be advised that the Board will proceed to consider the recommendation in your absence.

Sincerely,

(NAME)
Principal

(NAME)
Supervisory Officer

cc: Director / Secretary of the Board
Parent / Guardian of Adult Student
Attendance Counsellor
Teacher(s) of student
Student's OSR
Student

Appendix 4.2

SAMPLE LETTER (on Board Letterhead sent via Registered Mail)

NOTIFICATION OF MODIFICATION OF SUSPENSION

(date)

(Name of parent/guardian/adult student)
(Address)

Dear (parent/guardian/adult student):

Please be advised that at an in-camera session of the Hamilton Board of Education to be held in the Board Room on (date), a motion to consider the modification of the current suspension of (student) will be heard. The meeting will begin at (time).

You do have the right to be present at this meeting; however, if you choose not to attend, the meeting will proceed in your absence.

Sincerely,

(Name)
Superintendent of Schools

cc: Director of Education
Principal
Attendance Counsellor
Teacher(s) of Student
Student s OSR
Student

Appendix 4.3

AGENDA

SPECIAL IN-CAMERA MEETING OF THE OPERATIONS AND FINANCE COMMITTEE

GENERAL

NEW BUSINESS:

1. Modification of a Suspension of a Pupil Page 1

Whereas (name) is the subject of a pending expulsion hearing and

Whereas the presence of (name) in the school poses a potential threat to the safety of others and

Whereas the current suspension of (name) expires (date)

It is recommended that the twenty day suspension of (name) be extended until the conclusion of the expulsion hearing by the Board scheduled for (date).

Appendix 4.4

SAMPLE LETTER (on Board Letterhead sent via Registered Mail)

CONFIDENTIAL

(date)

(Name of parent/guardian/adult student)
(Address)

Dear (parent/guardian/adult student):

This letter will confirm that at a duly constituted in-camera meeting of the Hamilton Board of Education held on (date), the following motion was passed:

Whereas (student) is the subject of a pending expulsion hearing and

Whereas the presence of (student) in the school poses a potential threat to the safety of others and

Whereas the current suspension of (student) expires (date)

It is recommended that the twenty-day suspension of (student) be extended until the conclusion of the expulsion hearing by the Board scheduled for (date).

Sincerely,

(Name)
Director of Education
and Secretary to the Board

cc: Superintendent of Schools
Principal
Attendance Counsellor
Teacher(s) of Student
Student's OSR
Student

Appendix 4.5

SAMPLE LETTER (on Board Letterhead sent via Registered Mail)

CONFIDENTIAL

(DATE)

(NAME OF PARENT/GUARDIAN/ADULT STUDENT)
(ADDRESS)

Dear (NAME OF PARENT/GUARDIAN/ADULT STUDENT)

It is my duty to inform you that (NAME) has been expelled from (NAME OF THE BOARD) effective immediately. The decision to expel was made by the Board at a duly constituted meeting held on (DATE).

Reason for Expulsion: Conduct so refractory that the student's presence is injurious to other pupils.

(NAME OF STUDENT) no longer has the right to attend any school in the Board of Education for the City of Hamilton and, as such, is to remain out of school and off all school property.

If (NAME OF STUDENT) enters the school or any school property, he/she will be considered a trespasser and the full process for trespassing will be initiated.

It is my duty to inform the Supervisory Officers, appropriate Principals, Teachers and the Attendance Counselor of this expulsion.

Sincerely,

Director of Education
and Secretary of the Board

cc: Superintendent of Schools
Principal
Teacher(s) of Student
Attendance Counsellor
Student's OSR
Student

Appendix 4.6

SAMPLE LETTER (on Board Letterhead sent via Registered Mail)

EXPULSION NOT CONFIRMED

(DATE)

(NAME OF PARENT/GUARDIAN/ADULT STUDENT)
(ADDRESS)

Dear (NAME OF PARENT/GUARDIAN/ADULT STUDENT):

RE: (NAME OF EXPELLED STUDENT)

It is my duty to inform you that Recommendation for Expulsion was not approved after due consideration at the duly constituted meeting of the Board of Education for the City of Hamilton, held (DATE).

You will be contacted shortly by Superintendent of Schools (NAME), to plan your re-entry into the school system.

Sincerely,

(NAME)
Director of Education
and Secretary to the Board

cc: Superintendents of Schools
Principal
Attendance Counsellor
Teacher(s) of Student
Student's OSR
Student

Appendix 4.7

PRINCIPAL'S CHECKLIST : EXPULSION

Where expulsion is considered, the principal will:

a) be personally involved as leader of the team conducting a thorough and professional investigation which ensures that the rights of every individual involved as a participant or a witness are protected. The investigation should produce written, signed statements which clearly describe the activities of all participants and support any disciplinary action(s) being recommended to the Board.

   The principal will consider the following guidelines:
   i) those directly involved in the incident should not interview others or formulate the recommendation(s);

   ii) police will be called to investigate incidents which involve weapons, extreme physical violence, sexual assault and assault on a staff member. This investigation will be conducted separately from the one done by the principal;

   iii) where injury has resulted, the school will complete and submit an accident report form.

b) with the approval of the Superintendent of Schools, add a statement to the student's suspension letter. An appropriate statement might read as follows:
   "This incident is under review and may lead to further action by the Board of Education for the City of Hamilton".

c) write a draft report in sufficient detail to ensure that all the key elements of the incident are clearly set out. The report should be concise but completed in a logical and sequential manner and provide a factual account of the events as described by witnesses and substantiated by witness statements.

d) review the draft report and discuss the possible recommendation for expulsion/extended suspension with the Superintendent of Schools and later with the Superintendent of School Services at a meeting convened by his/her Superintendent.

e) help facilitate a meeting with the Superintendent of Schools and the parent/guardian/adult student to discuss the recommendation which will go to the Board.

f) arrange for the delivery of the letter of notification and associated materials which go to the Board concerning the recommendation for expulsion/extended suspension.

Reference: Peel Board of Education

Appendix 4.8

SUPERINTENDENT'S CHECKLIST: EXPULSION

The Superintendent of Schools will:

a) advise the Director and the Trustee(s) for the school involved of the general details of the incident including actions taken or pending.

b) review the incident with the principal and subsequently arrange a meeting with the principal to discuss the investigation results and determine the appropriate recommendation to the Board.

c) submit the report for the Board to the Director. Contents of the report for an expulsion include:
- report of incident and recommendation of Principal to the Superintendent of Schools;
- report and recommendation of Superintendent of Schools;
- recommendation letter for expulsion;
- letter from Superintendent of Schools to parents (student if 18);
- background report of the Principal.

d) inform the parent/guardian/adult student of the recommendation, the date of the hearing and the process related thereto.

The parties at the hearings before the Board shall be the parent or guardian of the pupil, or the pupil where he/she is an adult, the principal of the school that the pupil attends, and the appropriate supervisory officer.

The Board may at it's discretion readmit to school a pupil who has been expelled.

Reference: Peel Board of Education

Appendix 4.9

SAMPLE LETTER (on Board Letterhead)

CONFIDENTIAL

TO: All Elementary/Secondary Principals

FROM: (NAME), Superintendent of Schools

RE: (NAME AND D.O.B. OF EXPELLED STUDENT)

Please be advised that the above-named student has been EXPELLED from attendance at all schools within the jurisdiction of the Hamilton Board of Education, effective (DATE).

Should this student approach your school for the purposes of registering, admission must be denied.

Signature of Appropriate
Superintendent of Schools

AGENDA
OPERATIONS AND FINANCE COMMITTEE
1995 12 12

Confirmation of the minutes of regular meeting of 1995 11 07 and special meeting of 1995 11 09.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Response from the Officials to the Presentation by Hamilton Construction – **Pages 1 to 4**

2. Verbal Report re Parent/Community Involvement and formation of School Councils
See separate attached package

NEW BUSINESS:

1. Annual Report on Pupil Suspensions – **Revised Pages 5 to 8**
Added Pages 8A to 8C

2. Wyatt Company Report – Actuarial Study on the Retirement Gratuity Reserves – **Pages 9 to 12**

3. Verbal Update on Financial Implications of the Minister of Finance's announcement (1995 11 29)

4. Phase II of the Reciprocal Rental Agreement between the Corporation of the City of Hamilton and the Board of Education for the City of Hamilton, for the use of Recreational Facilities – Community Use of Schools – **Pages 13 to 28**

5. Sale of a Portion of Board Lands – Jerome Neighbourhood – **Pages 29 to 31**

6. Annual Report on Public Relations Planning **(deferred until January, 1996)**

7. Report of the Fundraising Study Committee – **Pages 32 to 45**

8. Report of the Child Care Committee – **Page 46**

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education – **Pages 47 and 48**

1995 12 12

TO: **The Chairman and Members**
Operations and Finance Committee

FROM: **Senior Management**

RE: **Presentation by The Hamilton Construction Association Regarding Contracting Out**

REPORT: **Decision**

BACKGROUND :

1. Representatives from The Hamilton Construction Association presented for information in May 1995 views on contracting out to assist the Board in its consideration of the topic.

2. The report emphasized that the prime concern is "the education of the children". The issue in the presentation was how the education dollar is distributed. The Construction Association belief is that The Board of Education has a responsibility to ensure the maximum amount of resources go directly to education - the classroom -, and therefore that as few as possible be directed to support services, including maintenance.

3. The presentation included viewpoints on the following matters to be considered in examining the issue of contracting out:

   - The basis for calculating the cost of doing work, whether it be in-house or contracted out.
   - The risks for the Board and the associated costs e.g. W.C.B. and accident liability.
   - Time Factors in work completion and the resulting cost to complete work (e.g. overtime)
   - Trends/practices in other Sectors towards contracting out
   - Benefits for a Board of Education

4. The Board approved a Resources Management Strategy in May 1995 in order to be able to provide the best possible education for its students in times of reduced funding for public education. A major goal in this strategy during recent Budgets has been to reduce the long term impact of the cost of wages, salaries and benefits. The Workload Formula that has been under way is an example of how work can be examined to consider expenditures for service. An overriding factor in the legislation for social contract agreements by the Government has been to reduce this "debt load" on operating budgets.

5. In recent years as the Board has considered staff reductions and corresponding new administrative and supervisory structures, our core educational Mission has been the priority " to educate students". In doing so it has become more clear to all that "business will have to be carried out differently". As early as 1993 our Director focused the entire System on this vital question. (Appendix A)

6. Themes in recent documents concerning education and other public institutions have also emphasized doing business differently. Partnerships, consortiums, sharing services, combining operations have been cited in reports such as the Education Finance Reform Papers, The Love of Learning, The Sweeney Report. Few articles these days are written without this theme. The Board already contracts out work for many of its services. In terms of how the Board will get the most value for its spending of declining education dollars, contracting out continues to be a viable strategy.

7. Since 1993 there has been a committee in place to study the impact of contracting out for maintenance work. To date, while there is no conclusive report or consensus on the cost of performing work in-house or contracting out work, there seems to be an understanding that it does make sense to contract out certain work that is of a major or specialized nature. This is in fact representative of current Board practice.

ISSUE:

To determine the position of the Board on contracting out.

RECOMMENDATION :

1. That the practice of contracting out for services continue to be used.

2. That if there is any further examination of the topic, it be carried out by replacing staff assigned with temporary staff or by contracting with a firm to carry out the analysis within a limited time frame and definition .

RATIONALE:

1. Currently a number of services are contracted out by the Board. The following list is a sampling of the areas in which service is contracted out. In many instances this has always been the case or it has been practice for over ten years.

   - Paving and asphalt work
   - Waste Management
   - Cartage
   - Specialized printing and overflow printing
   - Inspections and repairs of equipment e.g. escalators, stage equipment, elevators, controls
   - Electrical
   - Specialized Computer Programming
   - Painting and plastering

2. An estimate of the cost of meeting time for management representatives (Superintendent Human Resources, Manager Employee Relations, Manager Maintenance and Engineering, Staff Assistant Electrical for social contract calculations) to be members of the Contracting Out Committee to study the topic for maintenance work is approximately $ 30,000 exclusive of benefits.

3. The Ministry of Education and new Government has cautioned Boards about entering into long term commitments for personnel at this time. In this period of transition contracting out may become a necessity, to insure certain services.

4. As Technology continues to improve and become more affordable it will change the nature of work and the workforce. More specialized services will be required for short periods of time. The ability to be able to buy the best possible specialized service (that will likely change every few years) at a competitive rate will be an essential component to resource management.

5. An examination of actual expenditures for non asbestos maintenance work illustrates that while staff has been reduced from 30 f.t.e. in 1988 to 17 f.t.e. in 1995 the operating cost , as measured by R.R.M. expenditures has not increased in proportion to the staff reductions, even though work has been contracted out. Expenditures in 1988 were about $ 2.7 million and in 1994 $2.5 million. To date expenditures in 1995, for a 2.3 million dollar budget are below 2 million dollars. It is very difficult to do an analysis of these changes or draw firm conclusions because the time frame itself is too short to get a reasonable experience factor and the actual budgets in 1994 and 1995 have been disproportionately cut. (Appendix B)

APPENDIX A

EXCERPT FROM DIRECTOR'S REORGANIZATION BULLETIN - 1993

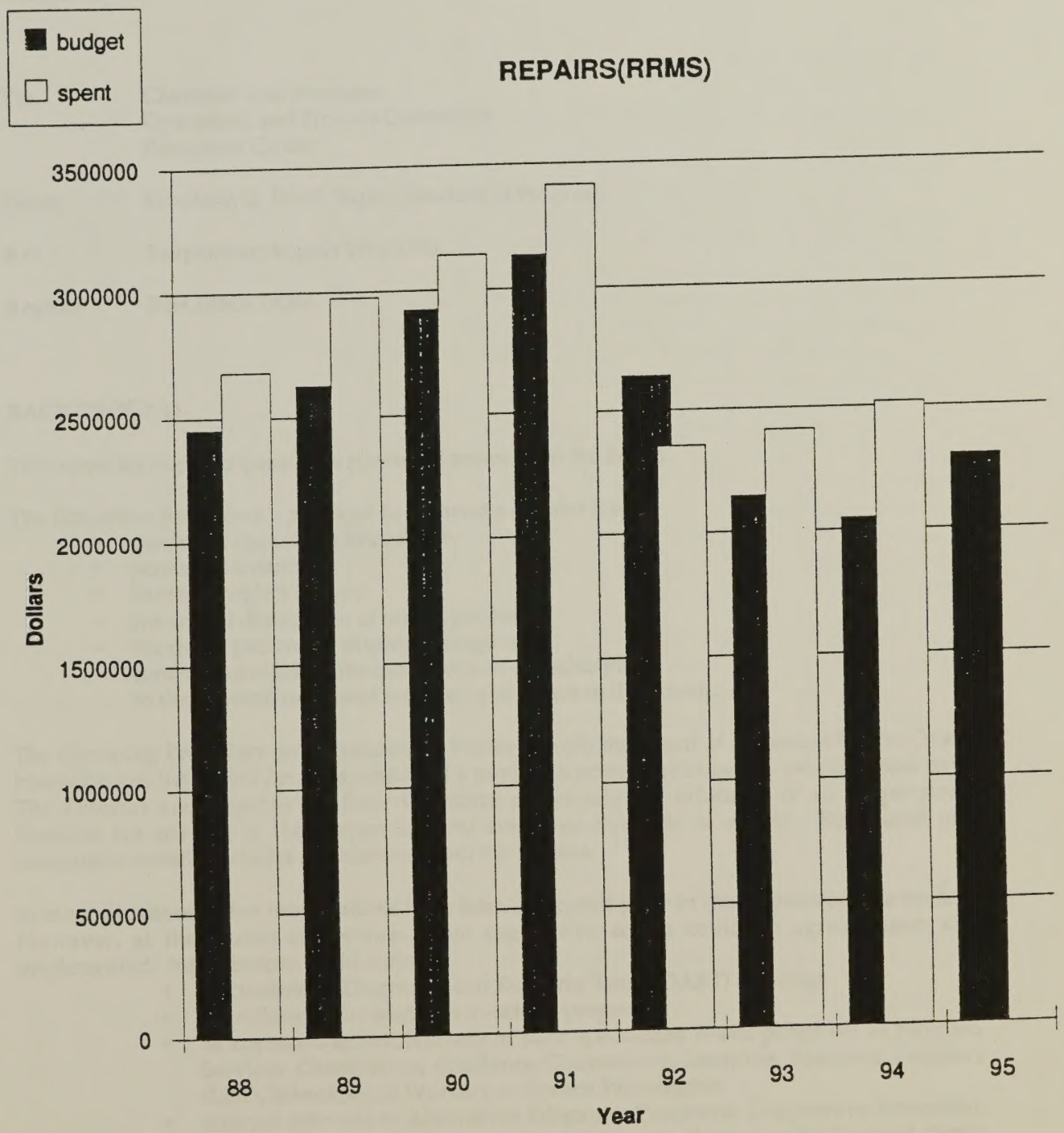
GENERAL GUIDELINES FOR CHANGE

The report on the Entry Plan of the Director clearly indicates the need to develop strategies that will allow the Board to move with confidence toward the Year 2000. While change is difficult in the best of times, it will be more challenging within the current context of economic uncertainty.

As the Board embarks on restructuring, the following objectives might guide its activities:

- to focus on the core educational mission to educate students for the 21st Century;
- to shed activities and staff that add administrative overhead without adding value;
- to stress results for customers (students, parents and the public);
- to articulate quality standards and let customers assess results against those service guarantees;
- to empower local units; philosophy and guidelines can be created at the centre but give schools autonomy to implement and hold them accountable for results;
- to eliminate organizational walls that do not emphasize cross department teamwork;
- to nurture innovation and risk-taking; encourage and reward the pioneers who break the mold;
- to use partnerships with other systems to stretch resources and learn better ways.

EXPENDITURES FOR MAINTENANCE FROM 1988 TO 1995



F.T.E. 30

F.T.E. 17

1995 12 12

To: Chairman and Members
Operations and Finance Committee
Education Centre

From: Elizabeth G. Bond, Superintendent of Program

Re: **Suspension Report 1994-1995**

Report: INFORMATION

BACKGROUND

The report on Pupil Suspension is presented annually to the Board.

The Education Act allows a principal to suspend a student for:

- persistent opposition to authority
- persistent truancy
- habitual neglect of duty
- the willful destruction of school property
- the use of profane or improper language
- conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school.

The Operating Procedure on Suspension of Pupils (SP-20), the Board of Education for the City of Hamilton sets the period for a suspension of a pupil as a period not to exceed twenty school days. The Director and appropriate Superintendent of Schools are informed of all suspensions. Families are advised of the suspension and are given the right to appeal. Resolution of a suspension usually includes a conference with the parents.

In most situations, other interventions have been attempted prior to the suspension of a student. However, at the parent conference, some supportive action could be agreed upon and implemented. Interventions could include:

- discussions at Diagnostic and Resource Team (DART) Meetings
- alterations in the student's in-school program
- as appropriate, involvement of such specialized Board personnel as Program Services Consultants, Guidance Counsellors, Learning Resource Teachers (LRT), School Social Workers, or Speech Pathologists
- internal referrals to Alternative Education Programs, Cooperative Education, Special Education Programs, or the Supervised Alternative for Excused Pupils (SALEP) Program
- external referrals to Agencies or Clinics
- in-school suspensions (if in-school resources are available).

ISSUE

To share information with trustees regarding the suspension of students.

RECOMMENDATION

That the Suspension Report 1994-1995 be received for information and be updated annually.

RATIONALE

Discipline continues to be a concern in the community. Suspension is one of many strategies identified in the Discipline Policy for the Board of Education for the City of Hamilton. In addition to the previously mentioned interventions, proactive programs (Social Skills Development, Anger Management, Peer Mediation, Personal Safety, Mentoring, etc.) continue to be introduced into our schools in partnership with many Community Agencies. Recommendations contained in the Safe School Policy for the Board of Education for the City of Hamilton support these prevention strategies.

However, for students who do not respond to the attempts of staff to maintain order and safety in the school environment, there has to be some form of sanction. Actions of individual students cannot interfere with the education of the majority of students. Appendix C shows a breakdown of suspensions in 1994-1995 based on the reasons allowed within the Education Act. The intensity of corrective action is dependent on the severity and chronic nature of the problem. The Assault Policy, Drug Education Policy and Safe Schools Policy all identify suspension as a consequence.

Appendix A indicates the trends in suspensions since 1988-1989. It should be noted that for 1994-1995, 2.2% of the total student population were suspended - a decrease of 0.5% from 1993-1994. The total number of suspensions represent 1.75% of the elementary student population and 2.9% of the secondary school student population.

Appendix B is a copy of the annual report prepared for the Ministry of Education.

APPENDICES

A - Summary of Total Suspensions (1988/89 - 1994/95)
B - Suspension Statistics (1994-1995)
C - Summary of Suspensions by Reason
D - Summary of Suspensions by School and Reason

Prepared by - Kathie Hibbins, Team Leader, Social and Interpersonal Skills

Appendix A

SUMMARY OF TOTAL SUSPENSIONS
1988/89 - 1994/95

1.0 NUMBER OF SUSPENSION LETTERS

YEAR	ELEMENTARY MALES	ELEMENTARY FEMALES	SECONDARY MALES	SECONDARY FEMALES	TOTAL
1994/95	675	80	439	106	1,300
1993/94	832	137	523	139	1,631
1992/93	601	111	459	93	1,264
1991/92	429	45	441	97	1,012
1990/91	432	40	333	69	874
1989/90	377	53	215	89	734
1988/89	367	45	161	70	643

2.0 NUMBER OF SUSPENDED STUDENTS

YEAR	ELEMENTARY MALES	ELEMENTARY FEMALES	SECONDARY MALES	SECONDARY FEMALES	TOTAL	TOTAL SCHOOL POPULATION
1994/95	415	56	335	86	892	41,210
1993/94	540	96	408	111	1,155	41,152
1992/93	403	74	344	76	897	41,057
1991/92	288	36	357	84	765	40,822
1990/91	280	31	267	56	634	40,284
1989/90	259	44	190	82	575	39,874
1988/89	267	40	148	68	523	39,435

Appendix B

SUSPENSION STATISTICS
1994 - 1995

1.0 Total Number of Suspension Letters - 1,300

		Male	*Female*
Elementary Suspensions			
• JK - 8	423		
• Middle School	332		
Total Elementary	**755**	**675**	**80**
Secondary Suspensions			
• Composite	462		
• Vocational	78		
• Alter Ed	5		
Total Secondary	**545**	**439**	**106**
TOTAL ELEMENTARY & SECONDARY	**1,300**		

2.0 Total Number of Suspended Students - 892

2.1 Elementary Student Suspensions (JK-8) - 471 students

	Male	*Female*
Number Suspended Once	270	40
Number Suspended Twice	78	9
Number Suspended Three Times	39	6
Number Suspended Four Times	16	1
Number Suspended Five Times	8	0
Number Suspended Six Times	0	0
Number Suspended Seven or More Times	4	0
Total	**415**	**56**

2.2 Secondary School Student Suspensions (9-OAC) - 421 students

	Male	*Female*
Number Suspended Once	262	71
Number Suspended Twice	54	11
Number Suspended Three Times	11	3
Number Suspended Four Times	6	1
Number Suspended Five Times	1	0
Number Suspended Six Times	0	0
Number Suspended Seven or More Times	1	0
Total	**335**	**86**

3.0 Students Suspended: Excess of Seven Times

3 Male Elementary Students were suspended 8 times

1995.12
/a

Appendix C

BREAKDOWN OF REASONS FOR SUSPENSIONS
(Elementary & Secondary)
1,300 Suspension Letters

	Opposition to Authority	*Truancy*	*Neglect of Duty*	*Destruction of School Property*	*Profane Language*	*Improper Behaviour*
Elementary Males	207	8	12	14	54	381
Elementary Females	31	5	0	4	4	35
Secondary Males	89	50	25	13	30	232
Secondary Females	28	10	2	2	6	58
TOTAL	**355**	**73**	**39**	**33**	**94**	**706**
Percentages	**27%**	**6%**	**3%**	**3%**	**7%**	**54%**

Appendix D

Summary of Suspensions by School and Reasons

School	*Opposition to Authority*	*Truancy*	*Neglect of Duty*	*Destruction of School Property*	*Profane Lanugage*	*Improper Behaviour*
ACES	10		1		2	9
Adelaide Hoodless	2	1			2	
Elizabeth Bagshaw	6		1		4	20
Ballard	10			2	3	23
Barton	9	12			2	11
Bennetto	11			1	3	14
Burkholder		1			2	5
C. B. Stirling						13
Caledon	8	1			3	6
Cardinal Heights						4
Centennial						6
Chedoke	5		2	2	3	21
Churchill	1			1	1	14
Crestwood	2	3	4	3	4	11
Cunningham					1	3
Dalewood	5				1	13
Delta	13	7	2	2	10	24
Dr. Davey						7
Earl Kitchener	1					6
Fairfield	2					4
G. L. Armstrong	4				4	5
G. R. Allan	6					
Gibson	3	1			1	4
Glen Brae		1		1		3
Glendale	5	3	16	1	2	22
Gordon Price	2					3
Hampton Heights	2		1	3	2	14
Helen Detwiler						3
Hess Street					2	1
Highview					1	1
Hill Park	9	10		1	1	26
Hillcrest	8					12
Hillsdale	2					3
James MacDonald	5				5	10
King George	1					2
Lake Avenue	16					12
Laurier						2
Lawfield	11		1	3	6	10
Linden Park	4					2
Memorial	6		4		1	26
Norwood Park						2
Parkview	6	5		1	6	15
Pauline Johnson	1					2

School	*Opposition to Authority*	*Truancy*	*Neglect of Duty*	*Destruction of School Property*	*Profane Lanugage*	*Improper Behaviour*
Phoenix	1					1
Prince of Wales	7					8
Prince Philip						1
Queen Mary	14	7		4	1	16
Queensdale						2
Red Hill	1			1		8
Richard Beasley	1				1	
R. A. Riddell	11	1			2	35
Ridgemount						2
Robert Land	8				1	8
Roxborough Park	9					5
Ryerson	4			1	1	6
Sanford Avenue	12					8
Scott Park	10	4	2	4	5	45
Seneca	6					
Sherwood	2	3			2	20
Sherwood Heights	2		1			1
Sir Allan MacNab	14	3				22
Sir J.A.Macdonald	19	5				12
Stinson	2					8
Strathcona	5				2	8
Thornbrae	3					
Tweedsmuir	26				2	20
Vanier	3		1			10
Vern Ames	7					
Viscount Montgomery	1				1	1
Westdale	2	1		2	3	26
Westmount	14	2	2			24
Westview	1				1	15
Woodward	1					3

1995.12
/da

1995 12 12.

TO: The Chairman and Members
Operations and Finance Committee

FROM: Rick Binns, Superintendent of Human Resources
Paul Shewfelt, Superintendent of Financial Services and Treasurer

PREPARED BY: Deborah Russon, Manager, Employee Relations
Irene Polidori, Manager, Financial Services.

RE: Wyatt Company Report - Actuarial Study on the Retirement Gratuity Reserves

REPORT CLASSIFICATION: Information/Decision

BACKGROUND:

The Board has conducted approximately eight retirement gratuity actuarial studies through the Wyatt Company. The most recent study as at January 1, 1995 was conducted to ensure that the Board maintains an adequate level of funding for the Retirement Gratuity Reserves. At the end of 1994 the Retirement Gratuity Reserves were $4,853,000 and it is estimated that the Reserves will be at $3,789,000 by the end of 1995 (see Appendix A as attached). The current funding level for the Reserves has been based on 1.1% of payroll which the Wyatt Company finds no longer adequate.

The Wyatt Company was authorized to review the Reserves and to make recommendations on the level of funding. The objectives of the study were to:

- determine rates of sick leave utilization;
- project the expected gratuity payments and payroll if the present sick leave and gratuity programs are continued;
- approximate the costs of these programs relative to payroll;
- project the cash flow into and out of the existing Reserve accounts.

In their findings, the Wyatt Company has recommended an increase in the current funding level to 1.5% of payroll. (The approximate annual cost of this funding is contained in Appendix B as attached.)

ISSUE:

To ensure adequate funding for Retirement Gratuity Reserves.

RECOMMENDATION:

1. That the annual funding requirements for the Retirement Gratuity Reserve follow the recommendations of the Wyatt Company report as at January 1, 1995, that is 1.5% of payroll, commencing with the 1996 fiscal year.

2. That the Board undertake further actuarial reviews of the Retirement Gratuity Reserves every five years.

RATIONALE:

The pattern of retirements affects the growth of the Retirement Gratuity Reserve Fund. The Wyatt Company estimates this Reserve Fund will grow until 1999, as the funding provisions and the interest earnings will exceed the annual gratuity payments. Thereafter, until 2011, the annual gratuity payments will exceed the annual funding provisions, and then the Retirement Gratuity Reserve Fund will decrease. After that point, they estimate rapid growth will recommence as the funding provisions will exceed the gratuity payments.

According to the Wyatt Company Report, in order for the Board to maintain an adequate level of funding it must increase the annual Retirement Gratuity Reserve funding to 1.5% of payroll.

APPENDIX A

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
RETIREMENT GRATUITY RESERVE FUND
STATEMENT OF CONTINUITY
FOR THE YEAR ENDED DECEMBER 31, 1994

Balance at December 31, 1993	6,288,861
Provision from the Revenue Fund	1,573,000
Investment Earnings	293,754
	8,155,615
Gratuity Payments	(3,302,494)
Balance at December 31, 1994	4,853,121

RETIREMENT GRATUITY RESERVE FUND
PROJECTED STATEMENT OF CONTINUITY
FOR THE YEAR ENDING DECEMBER 31, 1995

Balance at December 31, 1994	4,853,121
Provision from the Revenue Fund	1,620,000
Investment Earnings	316,000
	6,789,121
Gratuity Payments	(3,000,000)
Balance at December 31, 1995	3,789,121

HAMILTON BOARD OF EDUCATION

PROJECTION OF GRATUITY RESERVE ACCOUNT - COMBINED ($ 000'S)

CONTINUATION OF PRESENT PLAN WITH NEW ENTRANTS

YEAR	RESERVE BALANCE JAN. 1	COVERED PAYROLL	ANNUAL FUNDING CHARGE	AS % OF COVERED PAYROLL	ESTIMATED GRATUITY PAYMENTS	INTEREST ON RESERVE
1995	5203	203636	3055	1.5	2137	509
1996	6630	202105	3032	1.5	1962	644
1997	8344	199895	2998	1.5	2399	777
1998	9720	209932	3149	1.5	2857	888
1999	10900	220160	3302	1.5	3365	978
2000	11815	230805	3462	1.5	3844	814
2001	12247	241549	3623	1.5	4591	824
2002	12103	252103	3782	1.5	5621	784
2003	11048	263478	3952	1.5	5915	706
2004	9791	275045	4126	1.5	6555	602
2005	7964	287544	4313	1.5	6539	481
2006	6219	300988	4515	1.5	6458	368
2007	4644	315676	4735	1.5	6008	281
2008	3652	330998	4965	1.5	6283	210
2009	2544	347100	5207	1.5	6465	135
2010	1421	364609	5469	1.5	6228	73
2011	735	383178	5748	1.5	5989	43
2012	537	403573	6054	1.5	5634	52
2013	1009	425560	6383	1.5	5223	111
2014	2280	448664	6730	1.5	5328	208
2015	3890	472972	7095	1.5	5737	319
2016	5567	499353	7490	1.5	5414	461
2017	8104	526944	7904	1.5	5853	638
2018	10793	555671	8335	1.5	6744	810
2019	13194	586387	8796	1.5	7052	984
2020	15922	618857	9283	1.5	7483	1176
2021	18898	653429	9801	1.5	7829	1391
2022	22261	689768	10347	1.5	8527	1621
2023	25702	728845	10933	1.5	8637	1878
2024	29876	770301	11555	1.5	8959	2181
2025	34653					

TO: The Chairman and Members
Operations and Finance Committee

1995 12 12

FROM: P. Shewfelt,
Superintendent of Financial Services and Treasurer
D. Sage,
Manager, Property, Audit & Assessment

RE: **PHASE II OF THE RECIPROCAL RENTAL AGREEMENT BETWEEN THE CORPORATION OF THE CITY OF HAMILTON AND THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON, FOR THE USE OF RECREATIONAL FACILITIES - COMMUNITY USE OF SCHOOLS**

REPORT: **FOR DECISION**

BACKGROUND:

At a Special In-Camera Meeting of the Operations and Finance Committee 1995 10 19 a report was introduced on phase one of the reciprocal agreement between the City of Hamilton and the Board of Education. This report focused on the "Win Win" exchange of facilities for the purpose of balancing Culture and Recreation programs with that of the Board's Physical Education and Athletic programs. Trustees endorsed the direction being pursued and adopted the following recommendations:

1. That the trustees approve the reciprocal exchange between the Corporation for the City of Hamilton and the Board of Education for the City of Hamilton, for the use of recreational facilities.

2. That the trustees approve pursuing further negotiations with the City of Hamilton, regarding the expanded use of Board owned facilities and grounds.

3. That the Reciprocal Agreement, along with a re-drafted rental rate policy, be presented to Board for approval at the Operations and Finance committee meeting 1995 12 12.
(Note: The finalized draft will be presented to Board upon completion of all outstanding issues and amendments).

The City's Culture and Recreation Department has been in partnership with the Board providing program and facility access to community groups for thirty years. Administratively, the City processes requests through to the Board in order to secure a facility booking. The Board generates revenue by charging the City on a permit basis and the City imposes their own rate schedule on to the community group.

Since 1972 the Board's rental rate schedule has not been consistent with costs incurred to operate facilities. To address this issue a revised rental rate policy, adopted in December 1993, introduced a gradual matching of revenue to actual operating expenditures (Appendix A).

Given the pressures generated from government revenue reductions, City and Board staff revisited the administrative and cost structures that support the current user fee methodology. Together alternative solutions were pursued, attempting to ensure

- a "Win Win" situation
- focus on the taxpayer as beneficiary of cost containment strategy
- adequate level of service

ISSUE

To share with trustees a revised rental rate schedule and philosophy to be imposed on all groups using Board facilities.

RECOMMENDATIONS

1. That the policy of the Board dated 1995 06 13 (BU-2 Use of School Facilities - out of school hours) be revised to read: "It is the policy of the Board of Education for the City of Hamilton to make school buildings available to community organizations to the fullest extent possible within the established regulations made with due regard for the preservation of the educational program of the school and the protection and maintenance of the property. Rental rates shall be charged to ensure full reimbursement of the cost of the use of the building and/or grounds".

2. That the Rental Rates of School Facilities adopted 1993 12 07 be repealed.

3. That the revised rental rates for school facilities (Appendix B) be approved and applied consistently to all parties effective 1996 01 01.

4. That the revised rental rates for school facilities, supported by operating guidelines, be updated annually based on current year's approved budget and contractual obligations, for implementation September 1 of each year.

5. That expanded negotiations with the City continue with outcomes reported back to trustees for approval prior to any implementation.

RATIONALE

The Board of Education is absorbing approximately $70,000 per annum when renting one caretaker facilities to community groups via Culture and Recreation permits. This loss, combined with the subsidy that the City of Hamilton provides to youth groups, escalates to an annual estimated $100,000 cost to the Hamilton ratepayers.

Example:

Board

Board cost to operate one caretaker school per evening	$118	
Board revenue from City	($ 32)	
Board operating loss per one caretaker school per evening		**$ 86**

City

Board facility charge to the City	$ 32	
City's average charge to community group per evening	($ 18)	
City's average operating loss per evening		**$ 14**
Net Cost to the Hamilton Ratepayers per evening		**$100**

Note: The above example is based on a 3-hour rental period.

The operating costs for one caretaker schools are limited to caretaker overtime and variable costs. Since 95% of the cost is overtime, one alternative to reduce these operating costs is to move community groups to schools that operate a second caretaking shift.

Technically, all City permits issued to community groups can be accommodated in two caretaker schools. Although these schools are not geographically positioned to the satisfaction of all groups, the Board's operating costs would be significantly reduced as no overtime would be required. Community groups could be accommodated in these facilities with no increase in their fees and the Board could save the $70,000 annual loss.

Reciprocal Agreement for use of Recreational Facilities

On November 22, 1995 community groups were invited to a joint meeting with Board and City staff (Appendix C). Ten of the sixteen groups were represented at the meeting. The remaining six groups were all contacted. Although all groups were disappointed with the possibility of changing locations and possibly altering nights for their program, groups understood the need to reduce the high costs being absorbed by ratepayers of Hamilton. Groups were also appreciative of the initiative to share information and seek input prior to any decisions forthcoming.

Since that meeting, group leaders and staff are reviewing creative ways of facilitating the proposal should the recommendation be adopted. Ideas such as doubling up and altering times are suggestions being presented. Some groups have decided to re-schedule their activities in two caretaker schools while other groups are pursuing alternative accommodation i.e. churches.

The revised rental schedule provides for a simplified application of rates. These rates, if adopted, will be updated annually and implemented prior to the start of most community or group programs.

To accommodate the need to streamline structures and reduce administrative processes, combined with the elimination of the "Rental Clerk" position as a result of downsizing in Financial Services, operating guidelines have been developed. These guidelines, together with the adoption of revised rental rates, will produce a much more cost effective operation. The final stage will be to implement an on-line facilities booking system. This strategy is being pursued with the City to see if a joint venture is viable.

To: The Chairman and Members of
The Operations and Finance Committee
1993 12 07

From: Paul Shewfelt
Superintendent of Finance and Treasurer

Prepared By: Doug Kelterborn
Manager of Property and Insurance

Re: Rental Rates of School Facilities

Report: For Information/Decision

BACKGROUND:

At the April 1992 meeting of the Operations Management Committee and the Board the Report on the Rental Rates of School Facilities was received for information and the following recommendations approved:

> That the Report be referred back to the Officials to develop new policies in terms of rental of Board Property taking into consideration the following:
> • profit and non-profit organizations
> • programs established by Hamilton Board of Education policy
> • programs mandated by the Provincial Government
> • the degree of alignment with or extension of a Hamilton Board of Education program
> • the degree of compatibility/agreement with the Hamilton Board of Education Mission Statement
>
> That the Report include a five-year plan that will produce rental rates on a cost recoverable basis, to be implemented on a graduated scale in order to allow groups an opportunity to adjust and that the rates be reviewed annually until the 5 year program reaches the approved rental rate.

The current policy: use of School Accommodation By the Community was approved by the Board in July 1972. Specific rental rates were not set out in the policy. Rate adjustments have been made in 1976 (Monday to Friday, Saturday, Sunday and Holidays) and in 1988 (Saturdays, Sundays and Holidays).

> *"It is the policy of the Board of Education for the City of Hamilton to make school buildings available to community organizations to the fullest extent possible within the established regulations made with due regard for the preservation of the educational programme of the school and the protection and maintenance of the property.*
>
> *Various rental rates shall be charged to ensure adequate reimbursement of the cost of the use of the buildings."* policy: July 1972

Our school facilities are rented to

a) Recreation Department - City of Hamilton - who then make the facilities available to a number of organizations - over 3,200 rentals in 1993.
b) Community Groups rent directly through the Board - 360 contracts issued in 1993.

ISSUE:

To determine the basis of rental rates for the use of school facilities.

RECOMMENDATIONS:

i) That the basis of rental rates for the Recreation Department and Community Groups be approved.
ii) That the proposed rental rates be received for information pending the outcome of the Workload Study.

RATIONALE:

i) Rental rates have been calculated to recover the cost of the use of the school facilities as per appendices A, B, and C.
ii) These rates will be implemented on a graduated scale over a five year period in order to allow renters an opportunity to adjust to the new rates.
iii) These rental rates have been determined without consideration for the Workload Study which may have an impact on these rental rates.
iv) There is a need to discuss these rates with the City of Hamilton prior to implementation.

Methodology To Determine Rental Rates

The proposed rental rates are based on the following methodology to recover the costs attributed to the use of the school facilities.

The rental rates have been determined in two parts: fixed and variable costs.

Fixed costs include heat, light, power, supplies and repairs on a square foot basis (converted to an hourly rate for City and Community Groups).

Variable costs are for caretaking, based on the time of day, or day of week for the rental which determines the hourly rate (ie. regular time, time and a half or double time).

The combination of the fixed and variable costs determines the total rental charge for each of the rentals.

For 1993, the elementary and secondary fixed costs are $1.64 and $2.01 per square foot respectively (Appendix D). To this amount, the variable costs for caretakers is added.

The fixed and variable costs have been converted into an hourly amount as rates are quoted in dollars per hour and in dollars per four hour periods to the renter.

Note: No administration or overhead costs have been included.

Appendix E outlines the Community Groups (other than groups renting through the Recreation Dept.) broken down into the type of organization and whether they are profit or non-profit. As can be seen from the list, the non-profit organizations far out weigh the profit making organizations.

The questions asked by trustees from the Operations Management Committee meeting of 1992-04-07 are reported in Appendix F.

APPENDICES:

A	Summary of Rental Rates - One Caretaker Elementary Schools
B	Summary of Rental Rates - Two Caretaker Elementary Schools
C	Summary of Rental Rates - Two Caretaker Secondary Schools
D	Fixed Costs Elementary and Secondary
E	Community Group Contracts Issued By Board
F	Questions and Answers From Operations Management Committee of 1992-04-07

SUMMARY OF RENTAL RATES - ONE CARETAKER ELEMENTARY SCHOOLS

SCHOOL FACILITY AVAILABLE FOR A FOUR HOUR RENTAL PERIOD	RECREATION DEPARTMENT (CITY)				BOARD OF EDUCATION	
	NON RECREATION CENTRE SCHOOLS		ALL RECREATION CENTRE SCHOOLS		COMMUNITY GROUPS	
	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (3)	PROPOSED Rate (3)	PRESENT Rate (1)	PROPOSED Rate (2)
Auditorium - Evenings - Monday to Friday	$ 25.00	$123.00	N/A	N/A	$ 60.00	$123.00
Saturdays	$107.00	$123.00			$107.00	$123.00
Sundays and Holidays	$143.00	$159.00			$143.00	$159.00
Single Gym - Evenings - Monday to Friday	$ 32.00	$114.00	N/A	N/A	$ 55.00	$114.00
Saturdays	$107.00	$114.00			$107.00	$114.00
Sundays and Holidays	$143.00	$150.00			$143.00	$150.00
Double Gym - Evenings - Monday to Friday	$ 37.00	$121.00	N/A	N/A	$ 55.00	$121.00
Saturdays	$107.00	$121.00			$107.00	$121.00
Sundays and Holidays	$143.00	$157.00			$143.00	$157.00
Classrooms - Evenings - Monday to Friday	$ 32.00	$108.00			$107.00	$108.00
Saturdays	$107.00	$108.00			$107.00	$108.00
Sundays	$143.00	$144.00			$143.00	$144.00

NOTE

(1) Present Rate - Monday to Friday, Saturday, Sunday and Holidays adjusted in 1976, Saturday, Sunday and Holidays adjusted in 1988 to compensate for overtime.
(2) Proposed Rate - methodology based on a fixed cost per square foot plus caretaker cost converted to a four hour period and rounded to the nearest $.
(3) There are no one caretaker elementary schools with a recreation centre

Caretakers's Rate 4 Hour Period - Monday to Saturday $107.00
Sunday and Holidays $143.00

93-11-5

Appendix 'B'

SUMMARY OF RENTAL RATES - TWO CARETAKER ELEMENTARY SCHOOLS

SCHOOL FACILITY AVAILABLE FOR A FOUR HOUR RENTAL PERIOD	RECREATION DEPARTMENT (CITY)						BOARD OF EDUCATION	
	NON RECREATION CENTRE SCHOOLS		ALL RECREATION CENTRE SCHOOLS				COMMUNITY GROUPS	
	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (1)		PROPOSED Rate (2)		PRESENT Rate (1)	PROPOSED Rate (2)
Auditorium - Evenings, Monday to Friday	$ 25.00	$ 54.00	$ 25.00		$ 54.00		$40.00 - $80.00	$ 54.00
- Saturdays	$ 111.00	$ 128.00	$ 111.00		$ 128.00		$ 111.00	$ 128.00
- Sundays and Holidays	$ 148.00	$ 165.00	$ 148.00		$ 165.00		$ 148.00	$ 165.00
Single Gym - Evenings, Monday to Friday	$ 25.00	$ 44.00	$ 16.00		$ 44.00		$ 55.00	$ 44.00
- Saturdays	$ 111.00	$ 118.00	$ 18.00	Fixed Cost	$ 7.00	No Caretaker - Lock Off Gym	$ 111.00	$ 118.00
- Sundays and Holidays	$ 148.00	$ 156.00	$ 18.00	Fixed Cost	$ 7.00	No Caretaker - Lock Off Gym	$ 148.00	$ 156.00
Double Gym - Evenings, Monday to Friday	$ 30.00	$ 51.00	$ 21.00		$ 51.00		$ 55.00	$ 51.00
- Saturdays	$ 111.00	$ 125.00	$ 25.00	Fixed Cost	$ 14.00	No Caretaker - Lock Off Gym	$ 111.00	$ 125.00
- Sundays and Holidays	$ 148.00	$ 162.00	$ 25.00	Fixed Cost	$ 14.00	No Caretaker - Lock Off Gym	$ 148.00	$ 162.00
Classrooms - Evenings, Monday to Friday	$10.00	$ 38.00	$ 10.00		$ 38.00		$37.00	$ 38.00
- Saturdays	$111.00	$ 112.00	$ 111.00		$ 112.00		$111.00	$ 112.00
- Sundays and Holidays	$148.00	$ 149.00	$ 148.00		$ 149.00		$148.00	$ 149.00

NOTE:

(1) Present Rate - Monday to Friday, Saturday, Sunday and Holidays adjusted in 1976; Saturday, Sunday and Holidays adjusted in 1988 to compensate for overtime.

(2) Proposed Rate - methodology based on a fixed cost per square foot plus caretaker cost converted to a four hour period and rounded to the nearest $.

Caretaker's Rate 4 Hour Period -	Monday to Friday	$ 37.00 (1/2 of total cost - caretaker on duty)
	Saturday	$111.00
	Sunday and Holidays	$148.00

93-11-05

SUMMARY OF RENTAL RATES - TWO CARETAKER SECONDARY SCHOOLS

SCHOOL FACILITY AVAILABLE FOR A FOUR HOUR RENTAL PERIOD	RECREATION DEPARTMENT (CITY)						BOARD OF EDUCATION	
	NON RECREATION CENTRE SCHOOLS		ALL RECREATION CENTRE SCHOOLS				COMMUNITY GROUPS	
	PRESENT Rate (1)	PROPOSED Rate (2)	PRESENT Rate (1)	PROPOSED Rate (2)			PRESENT Rate (1)	PROPOSED Rate (2)
Auditorium - Evenings, Monday to Friday	$ 25.00	$ 61.00	$ 25.00	$ 61.00			$ 70.00	$ 61.00
- Saturdays	$ 111.00	$ 135.00	$ 111.00	$ 135.00			$ 111.00	$ 135.00
- Sundays and Holidays	$ 148.00	$ 172.00	$ 148.00	$ 172.00			$ 148.00	$ 172.00
Single Gym - Evenings, Monday to Friday	$ 20.00	$ 45.00	$ 16.00	$ 45.00			$ 67.50	$ 45.00
- Saturdays	$ 111.00	$ 119.00	$ 20.00	Fixed Cost	$ 8.00	No Caretaker - Lock Off Gym	$ 111.00	$ 119.00
- Sundays and Holidays	$ 148.00	$ 156.00	$ 20.00	Fixed Cost	$ 8.00	No Caretaker - Lock Off Gym	$ 148.00	$ 156.00
Double Gym - Evenings, Monday to Friday	$ 25.00	$ 53.00	$ 21.00	$ 53.00			$ 67.50	$ 53.00
- Saturdays	$ 111.00	$ 127.00	$ 25.00	Fixed Cost	$ 16.00	No Caretaker - Lock Off Gym	$ 111.00	$ 127.00
- Sundays and Holidays	$ 148.00	$ 165.00	$ 25.00	Fixed Cost	$ 16.00	No Caretaker - Lock Off Gym	$ 148.00	$ 165.00
Classrooms - Evenings, Monday to Friday	$10.00	$ 39.00	$ 10.00	$ 39.00			$37.00	$ 37.00
- Saturdays	$111.00	$ 113.00	$ 111.00	$ 113.00			$111.00	$ 113.00
- Sundays and Holidays	$148.00	$ 150.00	$ 148.00	$ 150.00			$148.00	$ 150.00

NOTE:

(1) Present Rate - Monday to Friday, Saturday, Sunday and Holidays adjusted in 1976; Saturday, Sunday and Holidays adjusted in 1988 to compensate for overtime.
(2) Proposed Rate - methodology based on a fixed cost per square foot plus caretaker cost converted to a four hour period and rounded to the nearest $.

93-11-05

COST PER SQUARE FOOT BASED ON 1993 BUDGET ESTIMATES	TOTAL ELEMENTARY & T.R.	All One Caretaker SCHOOLS	All Two Caretaker SCHOOLS
ENERGY:			
HYDRO	1,390,440	958,209	432,231
FUEL OIL	3,000	2,067	933
NATURAL GAS	1,048,428	722,514	325,914
SUBTOTAL ENERGY	2,441,868	1,682,790	759,078
OTHER:			
WATER AND SEWAGE	265,725	183,122	82,603
LANDSCAPING/GROUNDS	107,000	73,738	33,262
GARBAGE COLLECTION	192,350	132,556	59,794
PEST CONTROL	7,000	4,824	2,176
SNOW REMOVAL	48,650	33,527	15,123
WINDOW CLEANING	16,400	11,302	5,098
REPAIRS --FURN & EQUIP	8,650	5,961	2,689
CARETAKING SUPPLIES	263,693	181,722	81,971
TEMP ASSISTANCE-INV	18,661	12,860	5,801
SUBTOTAL OTHER	928,129	639,611	288,518
REPAIRS BLDGS/GROUNDS:	1,905,600	1,313,226	592,374
SALARIES AND BENEFITS:			
SUPERV/TECH/SPECIALIZED	9,129,233		
TEMP ASSISTANCE	18,000		
EMPL BENEFITS (13.59%)	1,243,109		
	10,390,342		
TOTAL	15,665,939	3,635,628	1,639,969
0 % OVERHEAD (ADMIN, INSURANCE, ETC)	0	0	0
		0	0
G R A N D T O T A L	15,665,939	3,635,628	1,639,969
TOTAL SQUARE FEET	3,222,724	2,220,910	1,001,814
COST PER SQ FOOT (INCL SALARIES)	$4.861		
COST PER SQ FOOT (NOT INCL SALARIES)		$1.637	$1.637

APPENDIX D
SECONDARY

COST PER SQUARE FOOT BASED ON 1993 BUDGET ESTIMATES	TOTAL SECONDARY & VOCATIONAL	TOTAL SECONDARY & VOCATIONAL
ENERGY:		
HYDRO	1,702,064	1,702,064
FUEL OIL	1,500	1,500
NATURAL GAS	785,923	785,923
SUBTOTAL ENERGY	2,489,487	2,489,487
OTHER:		
WATER AND SEWAGE	145,800	145,800
LANDSCAPING/GROUNDS	43,000	43,000
GARBAGE COLLECTION	162,040	162,040
CLEANING SERVICES	161,888	161,888
PEST CONTROL	8,700	8,700
SNOW REMOVAL	19,460	19,460
WINDOW CLEANING	5,250	5,250
REPAIRS - FURN & EQUIP	9,900	9,900
CARETAKING SUPPLIES	216,299	216,299
TEMP ASSISTANCE - INV	8,844	8,844
SUBTOTAL OTHER	781,181	781,181
REPAIRS BLDGS/GROUNDS:	1,718,900	1,718,900
SALARIES AND BENEFITS:		
SUPERV/TECH/SPECIALIZED	5,575,100	
TEMP ASSISTANCE	18,000	
EMPL BENEFITS (13.59%)	760,102	
SUBTOTAL SALARIES & BENEFITS	6,353,202	
TOTAL	11,342,770	4,989,568
0 % OVERHEAD (ADMIN, INSURANCE, ETC)	0	0
G R A N D T O T A L	11,342,770	4,989,568
TOTAL SQUARE FEET	2,484,827	2,484,827
COST PER SQ FOOT (INCL SALARIES)	$4.565	
COST PER SQ FOOT (NOT INCL SALARIES)		$2.008

Appendix E

COMMUNITY GROUPS - CONTRACTS ISSUED BY THE BOARD

COMMUNITY NON PROFIT ORGANIZATIONS

African Caribbean Association, Barbados, Canadian & Friends Association, Boy Scouts of Canada, The Canadian Turkish Cultural Association, Caribbean Pot-Pourri Committee, Cari-Can Festival, Chinese Cultural Association, Conqueror II Drum & Bugle Corps, Freeway Project Office, Gilkson Community Council, Hamilton Concert Band, Hamilton Theatre Inc., Players' Guild, Hamilton Home and School Associations, Hamilton Women's Centre, Hamilton & District Highland Teachers, Hamilton Dog Obedience Club Inc., Hamilton Lithuanian Community, Hamilton Philatelic Association, Hamilton Power and Sail Squadron, Hamilton Santa Claus Parade, Hamilton Senior Centre, Hamilton Street Railway, Hamilton-Wentworth Aquatic Club, Hamilton-Wentworth Housing, Hamilton-Wentworth Regional Police, Hamilton-Wentworth Housing Authority, Hamilton-Wentworth Regional Social Services, Heart and Stroke Foundation, India Canada Society, Ismaili Youth Organization, Jr. Chaika Educational Society, Learning Disabilities Association, Lions Club, McMaster Afro-Caribbean Association, McMaster India Society, Genealogical Society, Pakistan Canadian Association of Hamilton, Parents Without Partners, Philippian Islanders, Polish Heritage School, Palonia Soccer Club, Radha Soami Satsang Peas, Red Cross, Ridge Raiders Drum and Bugle Corps, Salvation Army, Spanish Speaking Association, St. Matthews House, Statistics Canada, Symphonia Choir, Don Terry Square Dancing, Ukrainian Catholic Youth, Chedoke-McMaster Hospital, Big Brothers Association, Hamilton Checker Club.

COMMUNITY GROUPS - PROFIT MAKING ORGANIZATIONS

Avestal Credit Union, Bryan Tae-Kwon-Do, Chermosh Ukranian Song and Dance Committee, Creative Youth Theatre, Desna Ukranian Dancers of Toronto, The Greek Students Theatre Group of York University, Hamilton Tai Chi Association, Lee Sukhi Tae Kwon-Do Institute, Metropolitan Hamilton Basketball School, McDonalds Restaurant, Tscherkassy Ukrainian Kozak Ensemble, Westinghouse, Art and Muse Entertainment Ltd.

DANCE GROUPS (PROFIT MAKING ORGANIZATIONS)

Academy Stage Door, Advanced Academy of Music, Nancy Campbell Ballet Studio Ltd., Celebrate II, Colleen's Dance Studio, Elsie's Dance Studio, Hamilton School of Performing Arts, Joanne's Place of Dance, Catherine Samuel Dance Studio, Sheryl's Dance Studio, Step-N-Out Dancing and Skating Boutique, June Sweeney School of Dance, Marilyn Szwec School of Dance, West Mountain School of Dance

ADULT SPORTS GROUPS (NON PROFIT)

Adventures in Friendship, Around the Bay Road Race, Burlington Modellers, East Mountain Baseball, Hamilton Area Women's Volleyball League, Hamilton Express Volleyball, Hamilton Seekers Volleyball, LIUNA, Ontario Table Tennis Association, Steel City Wheelers.

YOUTH SPORTS GROUPS - (NON PROFIT)

712 Squadron Air Cadets, Hamilton Sparta, Harry's Basketball, Sue Kalbfleish, Korean Culture Association of Canada, LIUNA.

MEETINGS - (NON PROFIT)

Applegrove Co-Operative Homes, Association for Bright Children, 90 Duke Street Tenants Association, Durant Neighbourhood Association, East Brow Co-Op Apartments, Women's Community Co-Op.

EDUCATIONAL GROUPS - (NON PROFIT)

Associates of Professional Engineers of Ontario, Brock University, Conservatory for Musical Studies, Refrigeration Engineers Society, Royal Conservatory of Music, McMaster University, University of Toronto, University of Waterloo

RELIGIOUS GROUPS - (NON PROFIT)

Bethel Gospel Tabernacle, Buchanan Park Free Methodist Church, Christadelphians, Church of Jesus Christ of Latter-Day Saints, Crossfire Assembly, First Church of Christ Scientists, Free Reformed Church of Ancaster, Hamilton Christian Fellowship, Holy Spirit Ukrainian Catholic Church, Living Hope Christian Assembly, New Apostolic Church, Philpott Memorial Church

CONDOMINIUM CORPORATIONS (COMMERCIAL) - PROFIT

Accurel Management, Filagree Management Limited, Lounsbury Management, Property Management Guild, Royal Management Service, Wentworth Condominium Corporation

PRESCHOOLS

Honey Bears Co-Op Nursery School, Mother Goose Co-Operative Preschool Inc.,

POLITICAL PARTIES - (NON PROFIT)

Hamilton East Federal Association, Reform Party of Canada, Hamilton West Provincial Progressive Conservative Association.

Appendix F

Questions and Answers - from Operations Management Committee Meeting of 1992-04-07

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1 a/ ***First Base Program*** - (YMCA and YWCA) was not addressed in the report 1992-04-07 and since the programs run from approximately 7 a.m. - 9 a.m. and 4 p.m. - 6 p.m. for school ages students using mainly the gyms of schools with some shared classroom space which are cleaned only during the normal cleaning schedule. Under these present circumstances no rental fee is recommended. The usage of our facilities by the First Base Programs will be reviewed annually to determine any costs to be recovered by the Board.

1b/ **Hess Street School** - housed a dental clinic operated by Social Services which is no longer in operation.

1c/ **Community Policing** - using space in schools as an office available 24 hours per day. Schools: Stinson, Scott Park, Sir Winston Churchill. Meetings are taking place regarding the terms and conditions of a contract between the Board and the Police.

1d/ **Rygiel Home** - Located in Fairview school - use two rooms and presently are charged $14.00 per week per classroom x 51 weeks = $1,428.00 per year. The rental rates will be adjusted to reflect their share of the cost of operating Fairview School.

1e/ **Section 27** - Ministry of Education

Woodview Children's Centre - Westdale - 1 classroom $14.00 per week per classroom x 40 weeks = $560.00

• Costing methodology = Option One - $2,244
Option Two - $1,664
Option Three - $1,579

Woodview Children's Centre - Delta - 2 classrooms $14.00 per week per classroom x 40 weeks = $1120.00

• Costing methodology = Option One - $7,583
Option Two - $5,169
Option Three - $4,956

Lynwood Hall - Queen Mary - 1 classroom $14.00 per week per classroom x 40 weeks = $560.00

• Costing methodology = Option One - $2,592
Option Two - $1,866
Option Three - $1,624

Option 1, 2, and 3 - details are covered in the Child Care Centres Rental Rate report.

1f/ **Child Care Centres -** Non-profit organizations not taxable.

1g/ **Market - Commerical** - Cost per square foot ranges $4.50 per square foot to $6.50 per square foot plus utilities and custodial services.

1h/ **All groups the same rate** - Rental groups have been broken out into profit and non-profit (see Appendix E).

SUMMARY OF RENTAL RATES FOR COMMUNITY USE OF SCHOOLS

Facility	ELEMENTARY ONE CARETAKER SCHOOLS (note 1)			ELEMENTARY TWO CARETAKER SCHOOLS (note 2)			SECONDARY SCHOOLS (except Sir J. A. Macdonald, note 5) (note 2)		
	Weekday Charge	Saturday Charge	Sunday Charge	Weekday Charge	Saturday Charge	Sunday Charge	Weekday Charge	Saturday Charge	Sunday Charge
Auditorium	$135	$135	$172	$62	$135	$172	$96	$156	$194
Single Gym	$118	$118	$155	$40	$118	$155	$57	$131	$168
Double Gym	$124	$124	$161	$50	$124	$161	$67	$141	$178
Classroom	$112	$112	$149	$38	$112	$149	$38	$113	$150
Cafeteria	N/A	N/A	N/A	N/A	N/A	N/A	$57	$131	$168

Notes:

1) For one caretaker elementary schools, charge is for a 3 hour rental + 1 hour additional caretaking per contract.
2) For two caretaker elementary and secondary schools, weekday charge is for a 4 hour rental,. weekend charge is for a 3 hour rental + 1 hour additional caretaking per contract.
3) Community Groups will be charged an hourly rate for use of facilities beyond the above time periods. Hourly rate will consist of caretaking and variable costs per hour.
4) These rates will be updated September 1st of each year to reflect the current years approved budget and contractual obligations.
5) Charges for the rental of Sir John A. Macdonald Auditorium are as follows:
   Weekdays $150; Saturday $200; Sunday $235
   These higher rates reflect the use of a stage technician who is on staff at SJAM.
6) Commercial Groups will be charged approximately three time the rate charged to community groups.

APPENDIX C

At the November 22nd, 1995, Community Group meeting the following were in attendance:

Organization	Contact Person
Girl Guides of Canada	Isabel Kerr, Commissioner
Hamilton Special Olympics	Janyce Hadala
Hamilton Steel City Wheelers	Sharon Long
Kids Club	R. Dawson
Kiwanis Boys & Girls Club	Sam Campanella
Parents without Partners	Deanna Murphy
Reach Forth Ministries	Andrew Brown/Steve Moran
S.T.A.R. of Hamilton-Wentworth	Debra Gallant
Society for Creative Anachronism	Sean Dalgetty

The following Community Groups did not attend the Meeting:

150 Hamilton Tiger Squadron	Dave Forster
Buchanan Park Free Methodist Church	Rev. Steven Feather
Hughson Street Baptist Church	Dwayne Cline
Ridge Raiders Drum Corps	Russ Hunter
Scouts Canada - Hamilton Wentworth Region	Lorne Ellis, Regional Field Executive
Stanley Avenue Baptist Church	Lionel Randall

Comments from Community Groups re: Proposal to move them to Two Caretaker Schools:

- Can groups be given the keys to open and close schools on the nights required similar to the Separate School Board, so that a caretaker is not required? - Girl Guides

- Many groups feel that they are on good terms with the caretaker at the school which they have been using for many years and would like the opportunity to ask the caretaker to "volunteer" his/her time to come into the school once a week to secure the building. - Kids Club

- Feel this proposal will hurt the kids in the long run. Community groups work to help kids with problems and feel that a dollar spent now to preserve these programs in the community will save hundreds of dollars in the future. - Kids Club

- Concept of community schools is now gone since the schools close at 4 pm. We are taking services out of the communities which need it the most by removing groups that provide preventive programming to kids such as Girl Guides, Kiwanis, Star

- Feel that in areas where we do not have two caretaker schools close enough to move youth groups into, that one caretaker schools should remain open at the expense of the board.

TO: The Chairman and Members
Operations and Finance Committee
1995 12 12

FROM: P. Shewfelt,
Superintendent of Financial Services and Treasurer
D. Sage,
Manager, Property, Audit & Assessment

RE: **SALE OF A PORTION OF BOARD LANDS LOCATED IN THE JEROME NEIGHBOURHOOD FOR ROADWAY PURPOSES**

REPORT: **FOR DECISION**

BACKGROUND:

The Board owns a 27.75 acre parcel of undeveloped lands situated in the Jerome Neighbourhood (Appendix A). This property, in Block 76, is bounded by Upper James , Upper Wellington, Stone Church Rd and Limeridge Rd. Since November 1994, Terra Homes (603976 Ontario Limited) has pursued the purchase of 382.17 square metres, for roadway purposes, as shown on the attached Plan, Appendix "B".

Terra Homes,the developer, sought application for Draft Plan Approval for a proposed Subdivision, referred to as San Lorenzo Heights. Both the City and Region required, as a condition of the Draft Plan, that access be provided to the proposed subdivision from the north. This requirement could only be met through the sale of a small portion of Board owned lands.

ISSUE

For trustees to be informed on the proposed offer to purchase a portion of Board owned lands located in the Jerome Neighbourhood.

RECOMMENDATION

1. That the Agreement of Purchase and Sale by 603976 Ontario Limited for the purchase of a 382.17 square metre parcel of land for roadway purposes, in Lot 13, Concession 7 (Jerome Neighbourhood - Block 76) in the amount of $10,856 be accepted and that the funds realized from the sale be placed in Capital Reserves.

RATIONALE

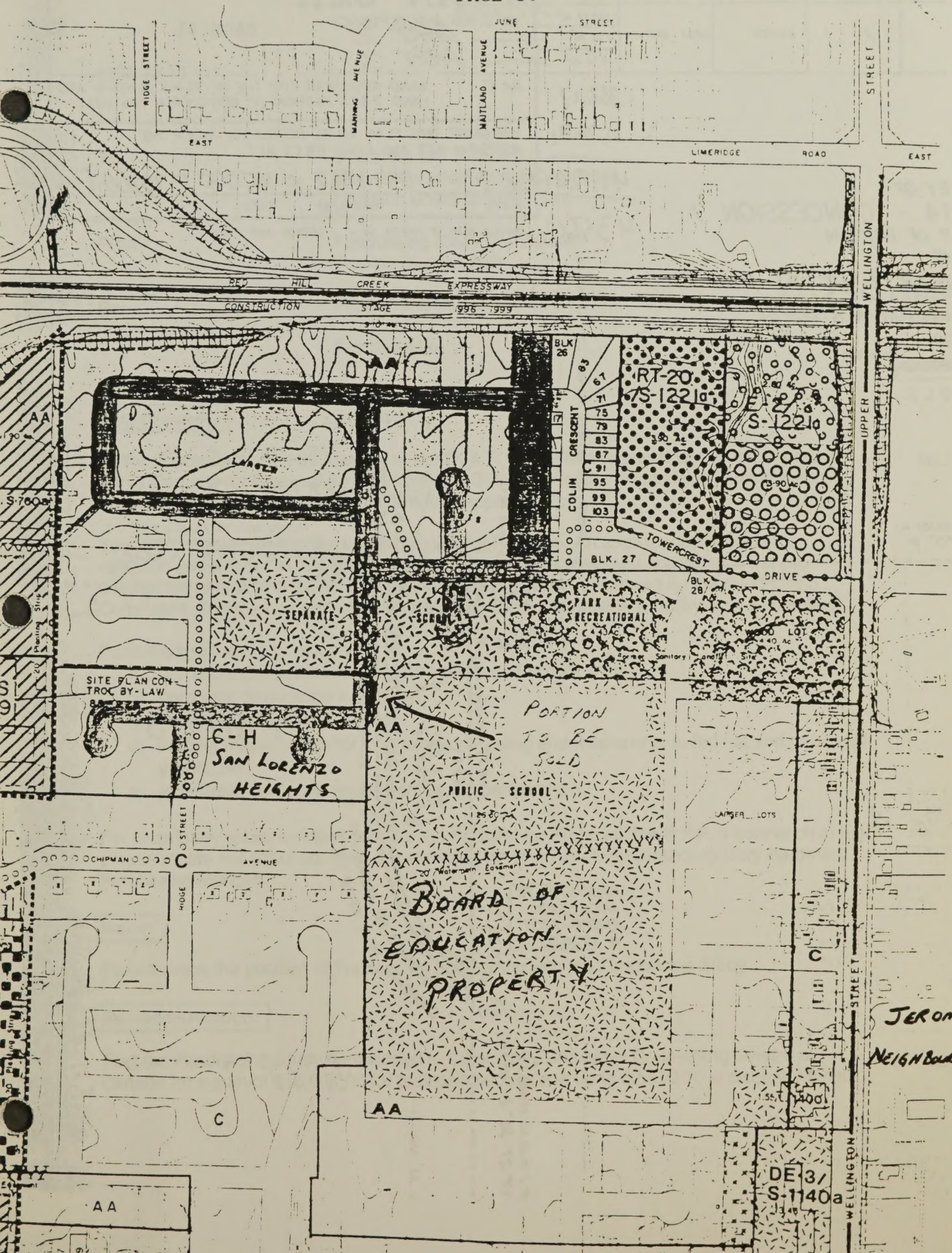
The negotiated purchase price was determined by the fair market value of $115,000 per acre. In addition, the purchaser has agreed to pay all costs of the transaction of the Board related to the sale of this property. Said costs may include, but not limited to, legal fees, survey costs, landscaping costs, severance or municipal levies and charges.

The Board has reserved a right-of-way over, along and upon the property for access to the remaining lands owned by the Board. This right-of-way shall be extinguished when the portion of the property sold is incorporated into a public road.

The purchaser understands that consent of the Land Division Committee will be required (severance) and agrees to make the required application with the Board's consent. The purchaser shall pay all the costs, charges and levies required to make such application and obtain such consent.

The portion of lands being sold represents the extreme north west corner of the Board's twenty seven acre site. The sale of such a small parcel will have no negative impact on the future development of this site.

APPENDIX "A"


JUNE STREET
RIDGE STREET
MANNING AVENUE
MAITLAND AVENUE
EAST
LIMERIDGE ROAD
EAST
WELLINGTON
STREET
BED HILL CREEK EXPRESSWAY
CONSTRUCTION STAGE 1996 - 1999
UPPER
BLK 26
63
67
71
75
79
83
87
91
95
99
103
COLIN CRESCENT
RT-20
S-1221a
E 2
S-1221a
TOWERCREST
DRIVE
BLK. 27
BLK 28
PARK & RECREATIONAL
LOT
SEPARATE
SCHOOL
S-760a
SITE PLAN CONTROL BY-LAW
C-H
SAN LORENZO HEIGHTS
PORTION TO BE SOLD
PUBLIC SCHOOL
LARGER LOTS
CHIPMAN
AVENUE
RIDGE STREET
20' Watermain Easement
BOARD OF EDUCATION PROPERTY
JEROM
NEIGHBOURI
DE 3/
S-1140a
WELLINGTON
STREET
AA
C

APPENDIX B

	CONCESSION	TOWNSHIP	INSTRUMENT	AREA
	7	BARTON	48597 BAR	363.12 m²
				2.91 m²
				14.14 m²

PLAN 62R

RECEIVED AND DEPOSITED

PART 2

PART 3

DATE LAND REGISTRAR FOR THE REGISTRY DIVISION AND LAND TITLES DIVISION OF WENTWORTH (No 62)

I REQUIRE THIS PLAN TO BE DEPOSITED UNDER THE REGISTRY ACT AND LAND TITLES ACT

DATE MAURIZIO TARLI

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4113.6436 = .0944362 × 115000 = 10860.17

43560

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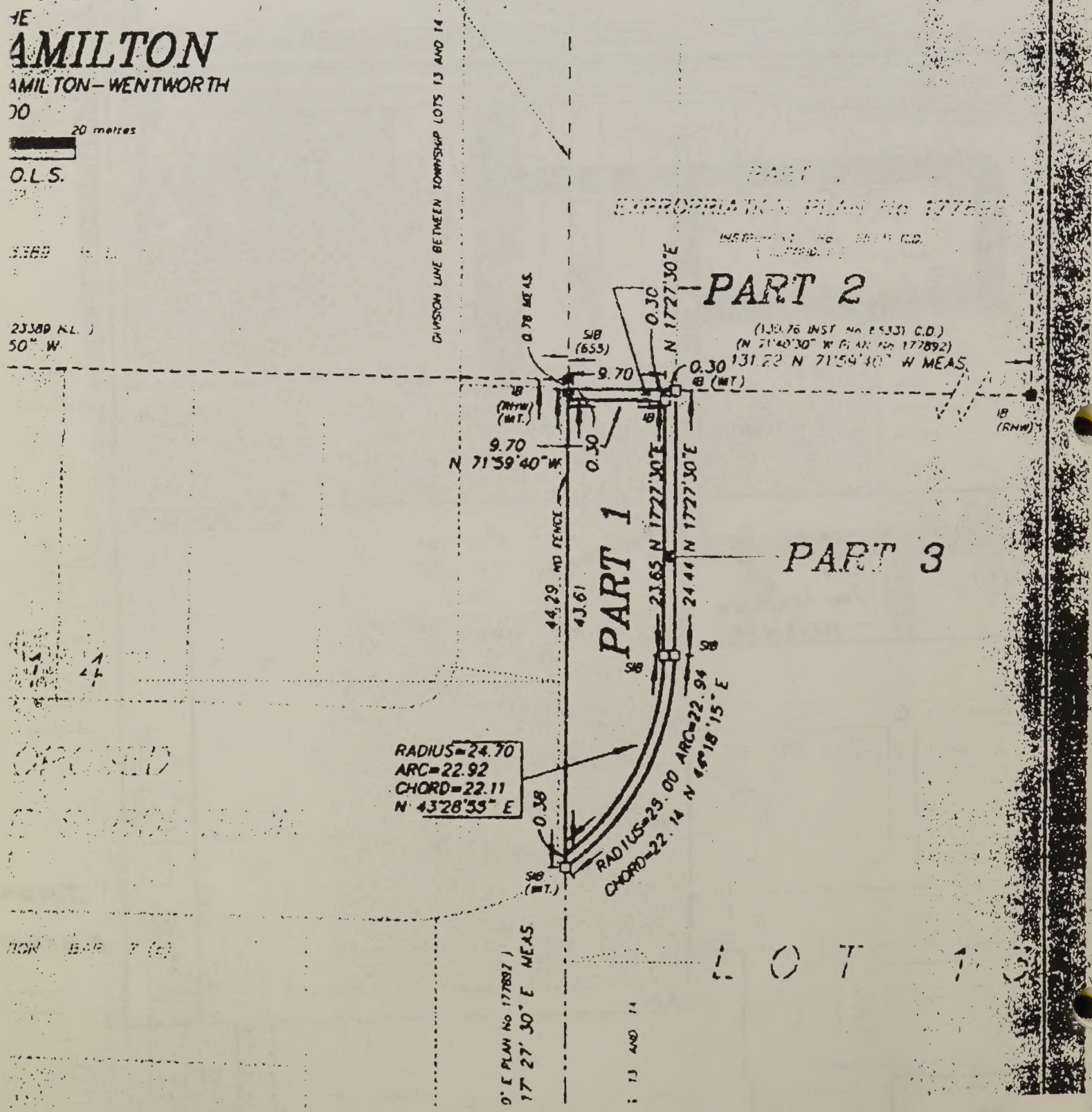
O.L.S.

PART 4 PART OF PARCEL 14 – SECTION BAR 7 (c)



1995 12 12

To: Chairman and Members
Operations and Finance Committee
Hamilton Board of Education

From: Fundraising Study Committee
Trustee Darby, Chair

Re: Fundraising Study

For Decision

Background:

At the September 12, 1995 meeting of the O. & F. Committee approval was given to proceed with a Request for Proposal for a Fundraising Study and for the Fundraising Committee to review proposals as per the attached report (Appendix X).

Seven companies responded to the Request for Proposal. An overview and criteria for selection are outlined in Appendix Y. All companies were assessed according to the pre-determined criteria and four of the seven companies were interviewed by the Fundraising Committee. The membership of the Fundraising Study Committee is outlined on Appendix Z.

Fundraising Study is to include:

a) corporate development policy for system and school level;
b) corporate development strategy;
c) implementation plan;
d) staffing requirements for long-term fundraising and relationship to federal and provincial grants; and
e) to address corporate sponsorships and partnerships.

For proprietary reasons with regards to the Request for Proposal, the R.F.P.'s from each of the proposers are not attached. They are available for your review by contacting Gary Hardman, Purchasing Manger.

Issue:

To determine the position of Trustees on proceeding with the Fundraising Study.

Recommendation:

That the Fundraising Study be awarded to Community Charitable Counselling Service of Canada for a sum of $16,000.00 for professional fees and up to $2,500.00 in disbursements.

Rationale:

The Community Charitable Counselling Service of Canada met the requirements of the Request for Proposal including corporate sponsorships and partnerships. They have experience in Hamilton-Wentworth on campaigns that have raised approximately $80 million for education and health as well as many successful fundraising studies and campaigns across Canada. An on-site administrator will be provided. The study will be completed in six weeks.

Outcomes expected from the study:

- develop a case for support: rationale for fundraising.
- opinions and attitudes (staff and community), statistical data.
- evaluation of findings: Is there a case for support?
- recommendations: How to proceed; case, leadership, goals, strategies.
- campaign budget and timetable.
- proposed prospects: leadership and money.
- positioning: corporate sponsorship and corporate partnership; annual vs. capital fundraising.
- staffing: requirements to initiate fundraising program on a long term basis.
- roles.

Appendices:

Appendix X: September 12, 1995 Report to Operation and Finance
Appendix Y: Request for Proposal For a Fundraising Study
Appendix Z: Committee Membership

Appendix X

1995 09 12

TO: Chairman and Members
Operations and Finance Committee
Hamilton Board of Education

FROM: Donald W. Goodridge
Director of Education and Secretary

RE Corporate Development Strategy

BACKGROUND:

Since 1993, the Hamilton Board of Education has reduced its budget by more than $26 million, and restructured at all levels of the organization in an effort to respond to declining revenues from the provincial government, and the need to shield local taxpayers from unacceptable tax increases. While these budget reductions were made in a way that would have the least impact on the classroom, they have resulted in the reduction or elimination of programs, services and staff positions.

In response to these financial realities and indications that the trend of declining revenues from the provincial level will continue, the Board has indicated its intent to explore alternate revenue sources and resources (service and material). These revenues and resources would allow the Board to meet the current and emerging needs of students at both the system and school levels.

As a result of these objectives, reports have been presented to the Board of Trustees related to Revenue Generation (Operations and Finance Committee 1995 05 09) Corporate Sponsorship Policy (Operations and Finance 1995 05 09) and Management of Corporate Development (Personnel and Organization Committee 1995 06 12). These reports, along with trustee discussion, have underscored the following issues and strategic considerations:

* the need to consider hiring an outside organization that specializes in fundraising;

* the need for a corporate development plan and policy that establishes long-term strategic directions at the system and school level and provides guidelines for corporate sponsorship and fundraising;

* the need to develop corporate sponsorships that function at the highest level of community expectations for public education, including the delivery of programs and services that support all students across our system.

* the changing nature of corporate giving in terms of strategic philanthropy: contributions from business that meet community needs and business objectives;

* the long-term nature of corporate fundraising, both in terms of the long-term focus of relationships but also in terms of the time and resources required to secure corporate donations in a tough economy;

* concerns about creating a permanent Corporate Development Officer position during a period of downsizing;

* concerns about public relations department workload in terms of the Public Relations Officer managing this function;

* the need to gain input and involvement from employee groups in revenue generation strategies;

* the need to utilize the Board of Education for the City of Hamilton Foundation, which has been incorporated to receive and manage funds and other such donations for the benefit of the Board.

Further, at the June 1995 Meeting of the Board, trustees approved a motion that the Director present a Corporate Development Plan and Policy to the September meeting of Operations and Finance Committee, following the objectives and guidelines listed in the Management of Corporate Development Report presented to the 1995 06 12 Personnel and Organization Committee. Recommendations regarding responsibility for corporate development were referred to the Director for clarification.

OTHER CONSIDERATIONS -- CURRENT STATUS

As a result of further consultation with fundraising experts and contacts with boards involved in corporate development strategies, the following factors have emerged as important considerations in terms of our Board's direction with corporate development:

❑ Fundraising Study

Fundraising experts and corporate development personnel have underlined the importance of a feasibility or fundraising study as the necessary first step for any corporate development plan or campaign. Without information obtained through this kind of study, an organization is ill prepared to plan a fundraising or corporate development campaign that will gain community support. In fact, the Waterloo County Board of Education has recently completed such a study as part of the first stage of a corporate development strategy. According to Waterloo Board personnel, this study provided critical information in terms of strategic direction as well as identifying key prospects.

Fundraising experts also point out that boards of education are different from, let us say, universities or colleges that are able to seek financial support from alumni located, for the most part, outside the immediate community. Boards of education will, in most cases, be seeking support from businesses and individuals within the community. This necessitates a thorough understanding of the nature of the support (if any) which may exist for a fundraising campaign, as well as the kind of support (e.g., planned giving, donations, program sponsorship) that is most likely to be given.

A fundraising study would provide this and other information necessary for the development of a variety of fundraising strategies including: capital campaigns, endowment, planned giving, direct-mail etc. It also begins the process of developing a qualified prospect base and important community contacts.

Specifically, a feasibility or fundraising study provides critical information on the following factors:

* fundraising potential (who, how much, where, how)
* volunteer support (employees, retired employees, others)
* communication strategies and channels (current and new)
* opportunities for alliances with other organizations
* case for support
* organization and administration of the campaign
* timing
* public relations issues/concerns

❑ **Stages and Timelines -- Corporate Development Process**

Fundraising experts and educational corporate development personnel have outlined a typical scenario for the corporate development process. In brief, the stages and estimated timelines are:

Request for Fundraising Study Proposal/Appointment of Study Committee
--- 6 weeks --

Selection of Fundraising Counsel/Approval by Board
--- 6 weeks --

Fundraising Study Start-up and Implementation
--- 8 to 12 weeks --

Presentation of Fundraising Study Findings and Recommendations (regarding immediate campaign directions and long-term development strategies)
--- 4 to 6 weeks --

Development of Implementation Plan (and Corporate Policy) and Presentation of Implementation Plan
--- 6 to 8 weeks --

Development of Campaign/Staffing of Campaign Co-ordination
--- 12 weeks --

Campaign Launch/Ongoing Campaign and Fundraising Co-ordination

---

TOTAL ESTIMATED TIME FROM START-UP to CAMPAIGN READINESS

42 to 50 weeks (10 months to a year)

❑ **How other boards have managed this function**

Contact with boards that have initiated corporate development plans has revealed that this function is managed in a variety of ways. The Ottawa Board of Education, for example, has a Co-ordinator of Grants and Special Projects as well as a variety of programs supported by business and an extended partnership with the Ottawa Carleton Learning Foundation and the Community Foundation. Such partnerships provide funds for breakfast programs and special projects and programs. The Board also has a well-developed Planned Giving Program (see Appendix A), one of the options which may be recommended as a result of a fundraising study.

The Waterloo Board of Education has had a Grants Officer, since 1992. The Grants Officer is responsible for investigating funding sources at the provincial and federal levels and for liaison with school staff to ensure an organized process for grants applications and securing of support for school and system initiatives. The original establishment of the Grants Officer position with regard to staffing and administrative costs was estimated in the range of $102,000 to $114,000. The appointment to this position was from internal staff.

More recently, as reflected above, the Grants Officer, working with The Waterloo Education Foundation Inc. supervised the process for a fundraising study. The fundraising study, approved by the Board, was conducted by fundraising counsel and the results were used as the basis for a fundraising implementation plan.

Currently, all community and school initiated corporate and foundation fundraising campaigns are co-ordinated through the Grants Officer and the Waterloo Education Foundation Inc.

ISSUE:

To determine trustee support for the initiation of a corporate development plan based on the results of a fundraising study.

RECOMMENDATIONS:

1. That the Board initiate a Request For Proposal for a Fundraising Study.

2. That parameters for the Fundraising Study include: recommendations for a corporate development strategy, implementation plan, corporate development policy (system and school level), and staffing associated with long-term fundraising strategies (this will include examination of linkages with a grants portfolio).

3. That a Fundraising Study Committee, with membership as outlined in Appendix B, be appointed for the purpose of reviewing fundraising proposals and for making recommendations to the Operations and Finance Committee.

4. That recommendations regarding a Fundraising Study, including budget recommendations, be presented to the December 1995 Meeting of the Operations and Finance Committee.

RATIONALE:

Results of a fundraising study will allow the Board to develop a corporate development plan (fundraising strategy) that is suited to the needs, expectations, and economic realities of this community. Without such information, and given a tough economy, the Board could pursue fundraising strategies which are unsuccessful and elicit negative responses from parent, business, staff and community stakeholders.

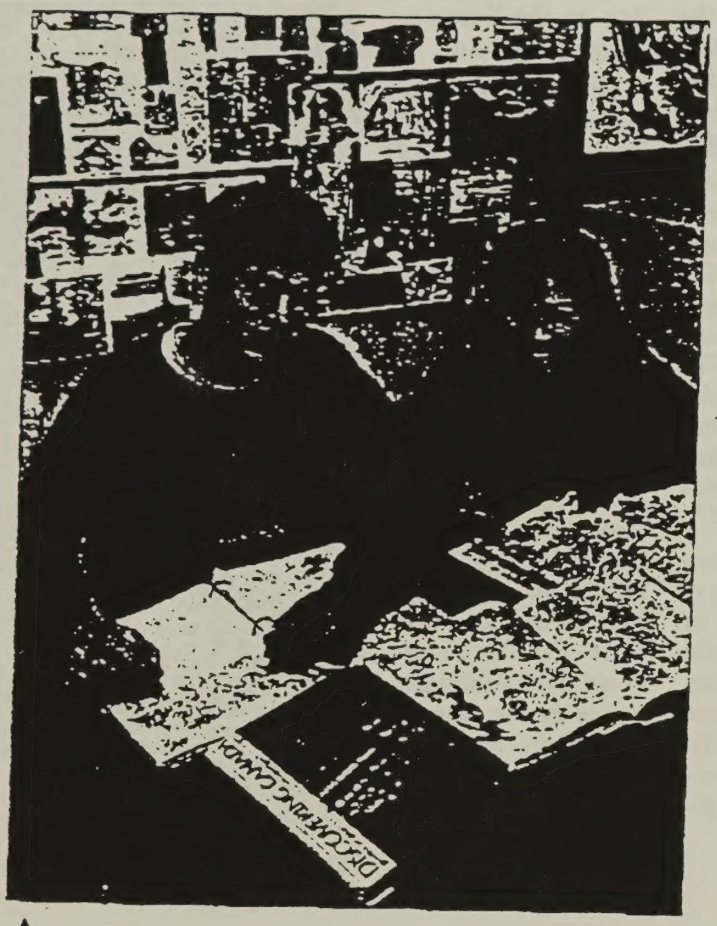
Creation of a Corporate Development Plan and Policy following the Fundraising Study and the report to Board (December 1995) will allow the Board to develop directions and guidelines that support long-term revenue generations strategies, the best interests of all students in the system and those objectives and guidelines approved by the Board. The Policy will also be designed to provide guidelines appropriate to the Board's strategic directions. Similarly, administrative detail would outline those processes necessary to support these strategies, such as the establishment of a process to review and administer corporate sponsorships, donations etc. at both the school and system level.

Co-ordination of the Fundraising Study, through the Study Committee will provide the knowledge, resources, guidance and understanding of the organization required to support fundraising counsel.

APPENDICES:

Appendix A: Planned Giving Program -- Ottawa Board
Appendix B: Fundraising Study Committee -- Suggested Structure

New program allows people to invest in the community of tomorrow — today



Donors to the Planned Giving program help ensure the future success of local students.

Have you ever wished you could financially assist the schools, teachers and communities who have helped you along the way?

Now you can, by making donations to a planned giving program to help ensure the future success of our local schools.

At the same time, you may also enjoy significant income tax benefits.

The Ottawa Board of Education, the Ottawa-Carleton Learning Foundation and the Community Foundation have teamed up to establish the Planned Giving Program.

"Planned giving" is a gift or bequest made after deliberate consideration in consultation with estate planning personnel.

Gifts can come in many different forms — bequests in wills, gifts of life insurance, charitable gift annuities, property, cash, endowments or memorials.

Donors can give to either specific programs, such as the Breakfast Clubs or student retention programs, or to the overall educational programs of the community.

With their gifts, donors will generate financial resources for new or existing educational programs.

In some cases, the value of a donor's gift can multiply. This is particularly true for gifts of charitable life insurance.

By paying relatively small premiums during his or her lifetime, the donor can make a very significant financial contribution to the future of education in this community. Donors receive a tax credit equal to approximately half the premium paid if the charitable donations are over $250.

Proceeds from charitable life insurance are paid directly to the Giving Program, and as they are not part of the estate, they are not subject to probate fees or legal costs. This leaves the estate intact for the family.

All gifts received will be entrusted to the care of the Community Foundation and the capital will be retained in perpetuity. The interest from the capital will be given annually to the schools or programs specified by the donor. The name of the donor remains attached to the gift forever.

Life insurance gifts may be kept confidential and can include a waiver of premiums to ensure the donor's contribution will still be made if a disability occurs.

Premium payments can be structured to meet the needs of the donor and can be made on a monthly basis over a period of years or in a single payment.

By making these and other such gifts, the donor has the satisfaction of knowing that his or her gift will improve the quality of life in the community far beyond his or her lifetime.

For more information on how you can create a legacy of learning, contact the OBE's Co-ordinator of Grants at 239-2359 or Fax 239-2702.

Planned Giving example

Bill, age 38, works for the federal government, and Louise, age 34, is a computer consultant with a rapidly expanding local firm.

Their youngest child, Robert, is disabled. Successfully coping with two careers, raising a family, and giving Robert the special care he required, was a credit to their management skills, and their love and devotion to their family.

The Ottawa Board of Education's Summer Camp Program for Disadvantaged Students was a major contributor to Robert's development. Bill and Louise wanted to contribute towards the future success of the Summer Camp Program so that other families could be assisted as they had been helped.

Through the Planned Giving Program jointly sponsored by the Ottawa Board of Education, The Learning Foundation and The Community Foundation of Ottawa Carleton, they established the "Bill and Louise Martel Family Fund."

Each year, they made contributions to their Family Fund in an amount they could afford. Over time, they expected to see their fund grow gradually, with the fund's interest paid each year going to the Summer Camp Program.

In addition, they purchased life insurance through the Planned Giving Program to provide a payment of $100,000 to their Family Fund on the death of either one of them.

The policy had an annual premium of $720, of which they received a refund of $358 in the form of a tax credit, leaving their net cost as $362 per year. In this manner, they were certain someday their Family Fund would play a significant role in the future success of the Summer Camp Program.

Planned Giving

[illegible]

[illegible] program.

What is Planned Giving?

[illegible]

Planned Giving is:

- A gift or bequest made after deliberate consideration in consultation with estate planning personnel provided free through the Planned Giving Program.
- Bequest by will
- Gift of life insurance
  - New policy
  - Existing policy
- Charitable gift annuities
- Gifts of property
- Other
  - Cash, endowment gifts, memorials

Gifts that may have tax advantages for the donor.

"Invest in the Community of Tomorrow — Today"

☐ Yes, I am interested in investigating the Planned Giving Program. Please arrange an appointment for me to discuss various planned gifts. (Free of charge.)

☐ Yes, I would like to know more about Planned Giving. Please send me information on:

○ Life Insurance ○ Annuities ○ Wills

Name:_____ Address:_____

City: _____ Province: _____ Postal Code:_____

Telephone (home): _____ Telephone (office): _____

Please return to: Co-ordinator of Grants, Ottawa Board of Education, 330 Gilmour Street, Ottawa, Ontario K2P 0P9

Phone: 239-2359 Fax: 239-2702

Appendix B

Fundraising Study Committee

In most cases, fundraising counsel suggest that a Study Committee be appointed. The mandate of the Committee is to review proposals from fundraising counsel and to make recommendations on the awarding of a fundraising study contract to trustees. After the contract is awarded, the Committee is then responsible for guiding the fundraising study process, providing fundraising counsel with required information on local organizations, employees and other individuals who should be interviewed as part of the Study. This committee sets parameters for the Study and provides ongoing feedback and guidance to the fundraising counsel. It will also review the Study and request required refinements before its presentation to trustees.

Suggested Committee Structure

- The Chairman (or designate)
- three trustees (appointed by the Chairman)
- Director of Education
- Public Relations Officer
- one representative from Hamilton Principals' Association
- one representative from Hamilton Secondary School Principals' Council

Appendix Y

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

REQUEST FOR PROPOSAL FOR A FUNDRAISING STUDY

This document is a Request for Proposal (RFP) for a Fundraising Study for The Board of Education for the City of Hamilton. The purpose and background for the RFP are outlined on the attached report to the Operations and Finance Committee as of 1995 09 12.

A general description and overview of the parameters for the RFP are as follows:

- recommendations for a Corporate Development Strategy;
- implementation plan;
- Corporate Development Policy (system and school level);
- staffing associated with long-term fundraising strategies (this will include examination of linkages with a Grants portfolio).

Proposers are to include the following information:

- qualifications and references - with reference to the public sector;
- any special terms and conditions;
- authorized signature of a senior official;
- confidentiality;
- date of application;
- legal name and address;
- telephone and fax numbers;
- timelines for the completion of the study;
- cost of study.

Proposals will be evaluated as per the "Evaluation Criteria" by the Fundraising Study Committee (attached).

General information on our Board is included in this package: **1994 Annual Report to the Community**.

Your RFP is to be submitted by 12:00 p.m. (noon), EST, on **November 8, 1995**, to:

Gary S. Hardman, Purchasing Manager
The Board of Education for the City of Hamilton
P.O. Box 2558
100 Main Street West
Hamilton, Ontario L8N 3L1

For clarification or further information, please contact Greg Rutledge, Controller, at 527-5092, extension 2230.

THE LOWEST OR ANY BID NOT NECESSARILY ACCEPTED

1995 10 18
/ls

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

REQUEST FOR PROPOSAL FOR A FUNDRAISING STUDY

EVALUATION CRITERIA

Requests for proposals will be evaluated on the following basis:

- ***General quality and adequacy of response:***

  -completeness;
  -grasp of the problem;
  -responsiveness to terms and conditions (timelines for completion of study).

- ***Technical approach:***

  -clarity and reasonableness of proposed method of analysis for study;
  -demonstrated knowledge required to perform study.

- ***Demonstrated expertise in this particular field:***

  -qualifications of personnel to be assigned to the project;
  -past experience in this area.

- ***Ability to meet the proposed schedule:***

  -timelines;
  -availability of qualified staff to support the project;
  -sufficient manpower to be assigned to the project.

- ***Cost:***

  -the lowest or any bid not necessarily accepted.

1995 10 18
/ls

Fundraising Committee Membership

The Fundraising Committee is composed of nine members: three Trustees, three Staff and three from External Sources.

Trustees

Grant Darby, Chair
Wesley Hicks
Robert Stewart

Staff

Gayla Brock-Woodland, Public Relations
Paul Shewfelt, Superintendent of Finance
Jane Evans, Hamilton Teachers' Federation

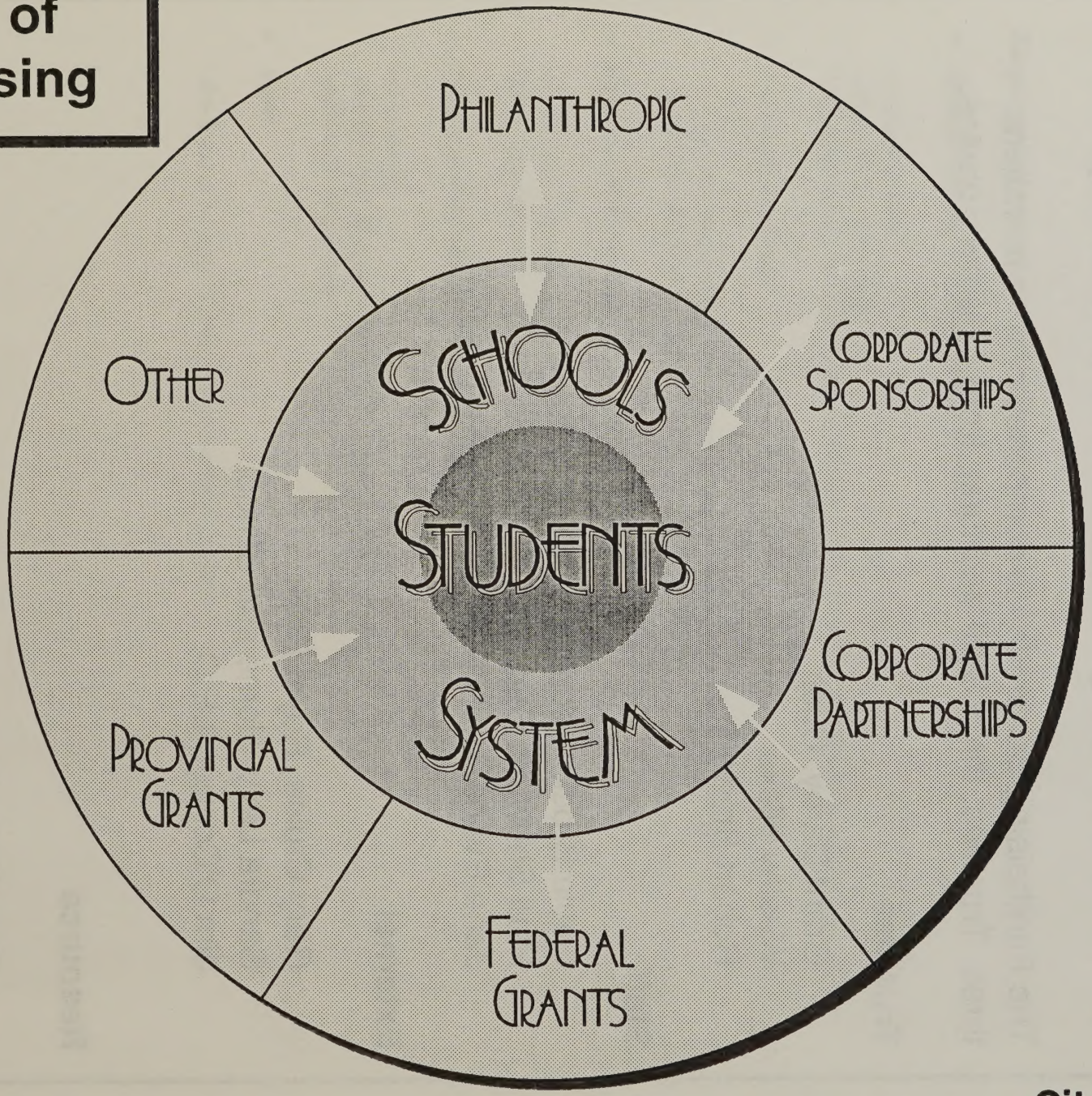
External

Gary Cruise, Royal Bank
Sandra Levy, Home and School
Jim O'Conner, I.E.C.

Resource

Greg Rutledge

Scope of Fundraising



The Board of Education for the City of Hamilton

REPORT OF THE CHILD CARE COMMITTEE

Present: Trustees Rogers (Chairman), Bishop, Cunningham and Mulholland.

Also Present: D. Scarfe, Macphail Infant and Parent Co-op
M. Sheppard, Macphail Infant and Parent Co-op

Officials Present: E. Bond, Superintendent of Program Services
J. Powell-Fralick, Child Care Program Leader
D. Sage, Manager, Assessment, Property and Insurance

The Committee recommends:

GENERAL

1. That the reduction in rental rates be set at 42% for Macphail Infant and Parent Co-operative for 1995-1996.

2. That the rental rate charged to the Umbrella Board from September, 1994 through March, 1995 be charged at the Option 2 level and from March to August 31, 1995 at the Option 1 level, for a total $7,400 plus taxes.

3. That the Officials be directed to bring back an appropriate draft contract and draft Letters of Understanding to the next meeting.

Respectfully submitted

Committee Room
1995 11 06

CANON ROGERS
Chairman

Hamilton Board of Education
Education Centre
1995 12 12

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

ELEMENTARY / SECONDARY

(a) That the following trip requests be approved:

(i) Bennetto, Grades 6-8, Camp Wanakita, Haliburton area, 1996 02 14-16 (Wednesday to Friday)

(ii) Burkholder Drive, Grades 6-8, Quebec City, Quebec, 1996 02 07-10 (Wednesday to Saturday)

(iii) Burkholder Drive, Grades 6-8, Ski Trip, Glen Eden, Milton area, 1996 01 11 (Thursday)

(iv) Chedoke, Grade 7, Camp Wanakita, Haliburton area, 1996 01 17-19 (Wednesday to Friday)

(v) Dalewood, Grade 7, Camp Wanakita, Haliburton area, 1996 01 08-11 (Monday to Thursday)

(vi) Hampton Heights, Grades 6-8, Ski Trip, Mt. St. Louis, Orillia, 1996 02 09 (Friday)

(vii) Hampton Heights, Grades 6-8, Ski Trip, Mt. St. Louis, Orillia, 1996 02 08-09 (Thursday to Friday)

(viii) Highview, Grade 7, Winter Retreat, Minden, 1996 02 29 (Thursday)

(ix) Westview, Grades 6-8, Camp Wanakita, Haliburton area, 1996 01 14-17 (Sunday to Wednesday)

(x) Westview, Grades 6-8, Ski Trip, Barrie area, 1996 01 30 (Tuesday)

(xi) Westview, Grades 6-8, Ski Trip, Snow Valley, Barrie area, 1996 02 28 (Wednesday)

(xii) Barton, Grades 9-12, Cross-Country Ski Meet, Hardwood Hills, Barrie, 1995 12 19 (Tuesday)

(xiii) Barton, Grades 11-OAC, Girls' Volleyball Tournament, London, 1995 12 15-16 (Friday to Saturday)

(xiv) Barton, Grades 9-OAC, Cross-Country Ski Meet, Hardwood Hill, Barrie, 1996 01 10 (Wednesday)

(xv) Barton, Grades 9-OAC, Cross-Country Ski Meet, Hardwood Hills, Barrie, 1996 01 17 (Wednesday)

(xvi) Barton, Grades 9-OAC, Cross-Country Ski Meet, Orangeville, 1996 01 31 (Wednesday)

(xvii) Glendale, Grades 9-OAC, Basketball Tournament, Chatham, 1995 12 15-17 (Friday to Sunday)

(xviii) Glendale, Grades 12-OAC, Basketball Tournament, Syracuse, New York, U.S.A., 1995 12 27-28 (Wednesday to Thursday)

(xix) Hill Park, Grades 10-OAC, Hockey Tournament, London, 1996 01 11-13 (Thursday to Saturday)

(xx) Hill Park, Grades 9-OAC, Ski Trip, Ellicottville, New York, U.S.A., 1996 01 30 (Tuesday)

(xxi) Hill Park, Grades 9-OAC, Ski Trip, Ellicottville, New York, U.S.A., 1996 02 23 (Friday)

(xxii) Hill Park, Grades 9-OAC, Ski Trip, Talisman Resort, Collingwood area, 1996 03 01 (Friday)

(xxiii) Hill Park, Grade 11, Stratford Festival, Stratford, 1996 01 09 (Tuesday)

(xxiv) Hill Park, Grades 9-OAC, Ski Trip, Ellicottville, New York, U.S.A., 1996 03 22 (Friday)

(xxv) Sherwood, Grades 10-OAC, Dog Sledding Trip, South River, 1996 01 26-28 (Friday to Sunday)

(xxvi) Sherwood, Grades 9-OAC, Ski Trip, Collingwood, 1996 02 09 (Friday)

(xxvii) Sherwood, Grades 10-OAC, Band Trip, Annapolis, Maryland, U.S.A., 1996 05 09-13 (Thursday to Monday)

(xxviii) Sir John A. Macdonald, Grades 9-12, Ski Trip, Talisman Resort, Collingwood area, 1995 12 15 (Friday)

(xxvix) Sir John A. Macdonald, Grades 11-12, General Motors Plant, Oshawa, 1995 12 19 (Tuesday)

(xxx) Westmount, Grades 11-13, Sr. Volleyball Tournament, Orillia, 1996 01 12-13 (Friday to Saturday)

(xxxi) Westmount, Grades 11-OAC, Track Meet, Mansfield, Ohio, U.S.A., 1996 04 18-20 (Thursday to Saturday)

Respectfully submitted,

Donald W. Goodridge
Director of Education and Secretary